THE WORST FORMS OF CHILD LABOR: A CHALLENGE TO THE EDUCATION FOR ALL IN RWANDA
FOREWORD

Since 2010, the *Syndicat Interprofessionnel de Protection des Enfants Travailleurs* (SIPETRA) works on the reintegration of Children victims of the worst forms of child labor.

According to the National Policy for Orphans and Other Vulnerable Children (2003), Child laborers are part of vulnerable children. Their education is one of the key concerns of the Education for All Program (EFA) to take up by 2015.

One of the strategies used by SIPETRA in its interventions is to ensure education to children removed from the worst forms of child labor as a measure of prevention and rehabilitation.

The present study is a platform for SIPETRA mission and for many other stakeholders combating the worst forms of child labor through working in line with ongoing ad-hoc national programs in the field. It is addressed to public institutions, sponsors, associations, NGOs, and educators.

It is a call against the unbearable living conditions of children victims of worst forms of child labor, whose family survival comes before the school.

It is an invitation to each and every stakeholder to consider both the will to ensure the schooling of the child and the need to find solutions to all problems behind the non-schooling.

We are grateful to OXFAM, for its financial support without which this study would not have been realized.

We would like to express our profound gratitude to different interviewees of public and private institutions particularly those of MINEDUC, MIFOTRA, NCC, ILO, UNICEF, COMPASSION INTERNATIONAL, REACH, CESTRAR, COTRAF, COSYLI and Local leaders from sectors of Nyarugenge, Bugesera, Rwamagana, Gatsibo, Muhanga, Rusizi and Rulindo Districts.

We also wish to thank employees and antennas of SIPETRA who availed their time, experience, knowledge and presence to the research team.
Thanks are further conveyed to educators who provided crucial information mostly needed to complete this study.

Let us address our thanks to parents and children who, willingly, provided necessary information including their private life;

Our sincere thanks go to Me Atticus NYAMUNANAGE, Consultant, who, with a know-how thoroughly covered data collection on the field, the redaction and the synthesis of the results;

Finally, we thank anyone else who directly or indirectly contributed to the realization of this study.

Done at Kigali, August 2013

BIZIMANA Alphonse
President of SIPETRA
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SIGLES ET ABREVIATIONS

A.M.: Arrêté Ministériel
Art.: Article
BIT: Bureau International du Travail
C.: Convention
CNF: Conseil National des Femmes
CNJ: Conseil National de la Jeunesse
Coltan: Colombo-tantalite
COSYLI: Conseil des Organisations Syndicales Libres au Rwanda
DFID: Department for International Development
EDPRS: Economic Development and Poverty Reduction Strategy
EICV3: The Third Integrated Household Living Conditions Survey
EPT: Education Pour Tous
F: Female
g: Girl
FAWE: Forum for African Women Educationalists
RWF: Rwandan Francs
b: Boy
Ha: Hectare
IPEC: International Program for the Eradication of Child Labour
J.O.: Journal Officiel
M: Male
MIFOTRA: Ministère de la Fonction Publique et du Travail
MIGEPROF: Ministère du Genre et de la Promotion de la Femme
MINALOC: Ministère de l’Administration Locale
MINECOFIN: Ministry of Finance and Economic Planning
MINEDUC: Ministry of Education
NCC: National Child Council
NA: Not Available
NISR: National Institute of Statistics of Rwanda
Nr: Number
ILO: International Labour Organisation
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SUMMARY

During the year 2012, SIPETRA noted alarming drop out cases from school: 342 cases of school drop outs have been identified near some working sites.

The above information brought SIPETRA to wonder if there was a correlation between school drop outs and child labor and the proximity of some working sites. This has been the reason behind the present study which was conducted in 7 Districts and 6 schools throughout the Country.

The following sites were selected for the research:
- (1) Mines of Musha, Rwamagana District, Eastern Province;
- (2) Kabacuzi, Muhanga District, Southern Province; and
- (3) Gatumba, Ngororero District, Western Province;
- (4) Sand and stones quarry of Rusine, Rulindo District, Northern Province,
- (5) Rice plantations of Kanyonyomba, Gatsibo District, Eastern Province,
- (6) Sugarcane plantations of Nyabarongo River valley, Nyarugenge District, Kigali City;
- (7) And tea plantation (villagers ‘tea plantations) of Gisakura, Rusizi District, Western Province.

Through the study, it was discovered that important cases of dropout occurred in primary 5 (P5) (6.6%). Interviews to teachers revealed that in P5, a child, reaching around the age of 13, is physically apt to perform some physical activities. Therefore, he/she is duped by the carelessness of the parents and the community and then either exploited within the family or outside of it. Thirty two (32) children (9.35%) out of 342 children who dropped from school were found performing activities similar to the worst forms of child labor.

Interviewees pointed out, among other causes of school dropout, poverty of households which results in child labor for the survival of the household, and the lack of school materials. It is obvious that the poverty is an important factor leading to school dropout and child labor because orphanage and widowhood, exiguity of land, juvenile delinquency, home-based violence, and parents’ irresponsibility are related factors resulting in family poverty. This statement was confirmed by authorities, parents, teachers and NGOs representatives’ interviewed.
The study revealed the existence of policies and government programs of schooling children such as Education for all (EFA), *Nine Year Basic Education* complemented with *Twelve Year Basic Education* which was kicked off in 2012.

It is worth to note other programs for combating poverty such as Vision 2020 *Umurenge Program* (VUP), *Ubudehe* and *Umurenge SACCO*.

Despite the above said policies and programs, worst forms of child labor still persist resulting from poverty and leading to school dropout at an alarming trend.

To ensure effective education for all, it is necessary to particularly tackle the phenomenon of child labor. Thus, the education remains the best accurate strategy. However, it is a miracle remedy to be associated with an approach of addressing family problems including poverty, misery and dislocation of families.

It is in this regard that for achieving objectives of education for all, it is necessary to take into account cases of vulnerable children especially children laborers because they are many\(^1\) and child labor\(^2\) is the fate of many vulnerable children.

In no way can this study boast of having exhausted the question of the incidence of worst forms of child labor on the education for all. Instead, it is just a call for further studies on the question as far as quantitative studies are concerned.

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\(^1\) According to a study carried out over 2008 by RNLS, 190 395 children aged between 5-17 are enrolled in children work (6.6% of children of this age). 65 628 of the number above meaning 20, 2% do dangerous works. The plantations hold a high number of children workers (61.5%).

\(^2\) Orphans, abandoned, roaming in streets, non-educated, all of them end in engaging themselves in child labor.
RECOMMANDATIONS

To the Government of Rwanda

It is recommended to:

- Make the fight against the worst forms of child labor a core concern of all socio-economic and basic education programs from the bottom to the top;

- Make the fight against the worst forms of child labor one of the key elements for the fight against poverty and the challenges of education for all;

- To effectively implement existing policies and programs in favor of children victims of worst forms of child labor;

- To effectively apply the law and punish those who exploit children;

- To reinforce the fund for assistance in schooling vulnerable children by MINALOC in order to accommodate a good number of vulnerable children in need of education;

- To allocate resources to the fight against child labor as it is done to any other sector of vulnerable children;

- To insert in laws, provisions related to mechanisms of collaboration among interveners in the field of education;

- To put in place a policy of limitation of births;

- To keep on children schooling and retention.

To sponsors and international institutions

It is recommended:

- To consider the fighting against the worst forms of child labor as a transversal component in funding projects;

- To provide a budget line for projects submitted by local NGOs engaged in fighting against child labor.
To Non Gouvernemental Organisations

It is recommended:

• To conduct an approach of integrated intervention putting the child in the family circle;
• To integrate in their projects the worst forms of child labor as a transversal activity;
• To work with authorities and local administrative entities from cells to sectors and to precise one’s role and to avail to them means (training, materials, etc.).

To SIPETRA

It is recommended:

• To initiate and promote strong alliance with its partners in the fighting against the worst forms of child labor;
• To reinforce the actions of promoting decent work;
• To build advocating capacities for children victims of the worst forms of child labor at national and international level;
• To organize a nationwide campaign of fighting against child labor;
• To explore and share best practices of advocacy with its partners;
• Support trade unions’ visibility.
METHODOLOGY

The present report is based on the results of a research carried out in all Provinces of Rwanda and the City of Kigali. During 2012, SIPETRA identified hundreds of children who had abandoned school and noticed that this phenomenon happens mostly in the surroundings of some working sites.

While the school dropouts exist, first of all it is necessary to identify the link between these dropouts and child labor and late to identify the causes of school dropouts, children’s occupations after having abandoned school and action for their reintegration in school.

The primary school centers visited are located near mining sites, quarries, plantations and trading centers which employ children. These sites are areas where children are performing hazardous work.

During its on-field work, SIPETRA visited six (6) primary schools sampled as at least one primary school per Province and Kigali City. Using interview guides, SIPETRA particularly held individual interviews and led group sessions at the following primary schools:

- Butare Primary school Center, Kabacuzi sector, Muhanga District, Southern Province;
- Rutongo Primary school Center, Kabacuzi sector, Muhanga District, Southern Province;
- Shengampuli Primary school Center, Shengampuli sector, Rulindo District, Northern Province;
- Mwendo Primary school Center, Mageragere sector, Nyarugenge District, Kigali city;
- Nkanka Primary school Center, Nkanka sector, Rusizi District, Western Province;
- Kiramuruzi Primary School Center, Kiramuruzi Sector, Gatsibo District, Eastern Province.

In the same way, SIPETRA held individual interviews during the visits in the mining sites, quarries, plantations and trading centers as follows:

- The mines of Cyubi and Gitima, Kabacuzi Sector, Muhanga District, Southern Province and the mines of Musha, Rwamagana District, Eastern Province;
- The quarries of Rusine, Rulindo District, Northern Province;
- The rice plantation of Kanyonyomba, Kiramuruzi Sector, Gatsibo District, Eastern Province and tea plantations of Gisakura, Rusizi District, Western Province;
- The sugarcane plantations of the Nyabarongo valley, Mageragere Sector, Nyarugenge District, City of Kigali;
- The trading center of Buhinga, Nyamasheke District, Western Province.

During these visits, SIPETRA held also individual interviews with children engaged in other works other than the above mentioned such as collection of hay for livestock in Murambi sector, Nyagatare District, Eastern Province.

In total, SIPETRA interviewed 172 individuals whose 32 were children laborers out of 342 children having abandoned school. All of these children come from poor, large, orphan, widow and widower or separated families. So as to have a broad points of views, SIPETRA interviewed children’s employers, NGOs, local authorities, residents, parents and classmates of the school abandoned children.

At the beginning, interviews were individually held with the headmasters of primary schools so as to fairly identify school dropout cases and the destination of the school children who abandoned.

Then, SIPETRA headed to children’s working sites. It is often difficult to totally hold a private interview at a public place like a primary school, a trading center or a working area where people are so many willing to know the reason for the presence of a foreigner at the place.

After the introduction, SIPETRA attempted private interviews with concerned individuals having information on school dropout and the worst forms of child labor phenomena. In some cases, individuals wished to be assisted by some members of their families while on interview to help them fill the possible information gaps.

The children having abandoned school for the worst forms of child labor were identified through the collaboration of teachers, local authorities, inhabitants and classmates of the
school abandoned children. No incentive was proposed to interviewed individuals to provide information to SIPETRA. It was free for them to close out interview at any time.

Group sessions on the theme «Worst forms of child labor and children education» were also held to crosscheck the information from individual interviewees and other sources.

SIPETRA kept anonymous interviewed individuals and any other information keen to identify in order to protect their privacy and their safety.

Apart from individual interviews and group sessions, the documentation of previous researchers was consulted for the completion of this report.

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3 The first group session respectively met on 12 and 13 October 2012. In this group, took part SIPETRA delegation, SIPETRA Consultant, Kabacuzi Sector Executive secretary, Kabacuzi Sector cells secretaries, Imidugudu Representatives, Cell Youth ,National Council and Women National Council Representatives, Teachers from Sholi, Ngoma and Kabutare primary schools in Kabacuzi Sector. Totally, fifty six (56) participants were present.

The second group session met on 20 December 2012 at Kabacuzi, Muhanga District. After a football match, Sixty-one (61) children laborers were present at the session to discuss about their living conditions.
I. BACKGROUND INFORMATION

1.1. Definition of the worst forms of child labor

The worst forms of child labor have been a harmful phenomenon to children’s psychic and physical development\(^4\). This phenomenon worrying private and public institutions since the last two centuries increases today to the extent that if nothing is done to slow it down, a great number of children will be victimized and it will halt the fulfillment of some worldwide policies for their sake. Moreover, this situation is perceptibly experienced in developing countries including Rwanda.

The international Labor Organization defines child labor as any work performed by a person aged fewer than 18\(^5\) while the worst forms of child labor involve any work performed by a child aged fewer than 16. These works include hazardous works or professional exercises, illegal activities such as slavery, trafficking, prostitution, pornography, military life, and all works affecting child education\(^6\).

A ministerial order\(^7\) on the implementation of Labor Regulation in Rwanda defines the worst forms of child labor in conformity with the Convention n° 182 of ILO and set categories of labor forbidden to children such as serving beer in bars, working in mining and quarrying, animal slaughtering, etc.

1.2. Number of children victims of the worst forms of child labor

According to the International Labor Office, today about 250 million children work and more than 150 million work in hazardous working conditions\(^8\).

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\(^4\) Their physical tenacity at work may result in rachitic, lesions on the backbone as well as many other permanent deformities and handicaps especially occurring when combined with repeating movements affecting their ingrowing bones and articulations.

\(^5\) Child labor excludes domestic works performed when socially initiating children such as fetching water, cleaning, collecting firewood, etc as long as these works do not effect the child education.

\(^6\) The Convention n° 138, article 2, fixing at 15 years old the minimum age for employment, defines dangerous works (art 3) which are harmful to young children’s health, security or morality.

\(^7\) Ministerial Order No 06 of July 13, 2010 setting a list and the nature of worst forms of child labor, forbidden businesses to children and prevention mecanisms, In O.J. No 30 of July 26, 2010

According to the results from the study carried out in 2008 by Rwanda National Child Labor Survey (RNCLS)\(^9\), 190,395 children aged between 5 and 17 are engaged in child labor, which represents about 6.6% of children of that age. Among them, 65,625 (20.2%) do hazardous works\(^{10}\). The same study mentions that more than a half of those child laborers do not study (51.7%), while about 48.3% combine class and work. A great number of above cases was identified in primary schools located near working areas such as mines, quarries, and rice, sugarcane and tea plantations.

### 1.3. International mobilization against the worst forms of child labor

To find a solution to such situation, some organizations did not wait. It is in this regard that the International Labor Organization adopted the International Labor Convention No 182 on the elimination of the worst forms of Child labor in 1999. This convention was then ratified on May 21, 2000 by the Government of Rwanda which adopted policies and programs for its implementation.

### 1.4. SIPETRA hypothesis

However, the Syndicat Interprofessionnel de Protection de l’Enfant Travailleur (SIPETRA), one of the trade unions members of the Conseil des Organisations Syndicales Libres au Rwanda (COSYLI), whose mission is the defense and the protection of the rights of the child laborer, has very often noticed persisting worst forms of child labor. These were so noticed despite the onward government efforts to eradicate the worst forms of child labor since 2000 through the Orphans and Other Vulnerable Children Policy (2003) and the Education for All by 2015.

As a matter of fact, we should ask ourselves the following questions: why do children desert school? What do they do after deserting school? May not this be a hindrance to the education for all policy? What should be done to reintegrate them at school?

To provide answers to these questions, SIPETRA decided to undertake a study to know if family based problems were the origin of school drop outs in Rwanda.


\(^{10}\) The Convention n° 138, article 2, fixing at 15 years old the minimum age for employment, defines dangerous works (art 3) which are harmful to young children’s health, security or morality.
Thus, it intends to know if the worst forms of child labor were the causes or the consequences of school dropouts. At last, it aims to seek if the worst forms of child labor should be a challenge to the education for all policy in Rwanda.

Moreover, in this report, SIPETRA outlines proposals of possible remedies for accurately ensuring school and social reintegration of children who dropped out.

Besides, the findings of this report will indisputably make all of the interveners in the field to be aware of the persistence of the worst forms of child labor and so review their intervention strategies and to better take into account the improvement of the living conditions of the children to be pulled out from labor.

This kind of study may have as well as temporal and spatial scope. In time, it covered the year 2012, a period estimated sufficient to evaluate the situation of children who abandoned the school and to analyze the information collected. In space, it was carried out in whole country over sampled mines, quarries, trading centers, and sugar cane, tea and rice plantations.

We note that even though the worst forms of child labor are neither the sole challenge nor the major challenge to education, however they play a major role in the school dropout and are a grave obstacle to their development and life. This was particularly observed in the visited areas.

Finally, let us say that due to limited time and financial means, it was not possible to cover the other aspects of the worst forms of child labor such as child prostitution, street children work, the traffic of children, etc.
II. SITUATION OF SCHOOL DROPOUTS

2.1. Identification of dropout cases

Due to the fact that the previous studies had since reported the existence of dropout cases in some primary schools near the working sites, the first step was to contact MINEDUC, then to primary schools centers and finally the working sites in order to get more information about the situation.

In MINEDUC, it has been analyzed the reports on the entry and closure report of the school years by comparing the number of promoted children per class and reported number of school dropout at the end of the year.

After having this information, SIPETRA went on six sampled sites as at least one per Province and the Kigali City.

These were:
- Butare Primary school center, Kabacuzi sector, Muhanga District, Southern Province;
- Rutongo Primary school center, Kabacuzi sector, Muhanga District, Southern Province;
- Shengampuli Primary school center, Shengampuli sector, Rulindo District, Northern Province;
- Mwendo Primary school center, Mageragere sector, Nyarugenge District, Kigali city;
- Nkanka Primary school center, Nkanka sector, Rusizi District, Western Province;
- Kiramuruzi Primary School center, Kiramuruzi Sector, Gatsibo District, Eastern Province.

The present chapter shows the figures of school dropouts identified in May 2013 in 6 school centers throughout the Country. However, it is necessary to mention that these data are not complete given the fact that they only inform about cases registered from the beginning of the year to the end of May 2013. Then after, there may have been cases of reintegration of pupils who dropped out for example by SIPETRA or by other interveners as it may have been more school dropouts which might have worsened the situation.
1.1. Butare school center

Butare Primary school center is located near the Coltan (Ta$_2$O$_4$) and Tin (SnO$_2$) mining sites of Cyubi and Gitima. The table below summarizes the case at Butare primary school center:

Table 1: BUTARE school center/ MUHANGA/SUD/drop out cases

<table>
<thead>
<tr>
<th>Class</th>
<th>Number beginning of 2013</th>
<th>Dropout cases by May 2013</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>P.1</td>
<td>195</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>P.2</td>
<td>187</td>
<td>6</td>
<td>3,2%</td>
</tr>
<tr>
<td>P.3</td>
<td>181</td>
<td>2</td>
<td>1,1%</td>
</tr>
<tr>
<td>P.4</td>
<td>179</td>
<td>2</td>
<td>1,1%</td>
</tr>
<tr>
<td>P.5</td>
<td>177</td>
<td>17</td>
<td>9,6%</td>
</tr>
<tr>
<td>P.6</td>
<td>160</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>1079</td>
<td>35</td>
<td>3,2%</td>
</tr>
</tbody>
</table>

Percentage = Number of drops out x100 : Number of pupils in the concerned class

The most dropout cases are in P.5 (9.60%) of the pupils registered in this class. Also, dropout cases are important in P.2 (3.2%). According to interviewees, this results from the fact that at the start of school year, efforts are deployed to school children in P.1 in mass but unfortunately followed by some dropout cases in P.2.

2.1.2. Rutongo school center

Rutongo Primary school is also located near coltan and cassiterite mining sites of Cyubi and Gitima. The table below summarizes the case at Rutongo Primary school.

Table 2: RUTONGO school center / MUHANGA/SUD/drop out cases

<table>
<thead>
<tr>
<th>Class</th>
<th>Number beginning of 2013</th>
<th>Dropout cases by May 2013</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>P.1</td>
<td>253</td>
<td>3</td>
<td>1,18%</td>
</tr>
<tr>
<td>P.2</td>
<td>250</td>
<td>9</td>
<td>3,60%</td>
</tr>
<tr>
<td>P.3</td>
<td>241</td>
<td>15</td>
<td>6,22%</td>
</tr>
<tr>
<td>P.4</td>
<td>226</td>
<td>14</td>
<td>6,19%</td>
</tr>
<tr>
<td>P.5</td>
<td>212</td>
<td>19</td>
<td>8,96%</td>
</tr>
<tr>
<td>P.6</td>
<td>193</td>
<td>4</td>
<td>2,07%</td>
</tr>
<tr>
<td>Total</td>
<td>1375</td>
<td>64</td>
<td>6,83%</td>
</tr>
</tbody>
</table>

Percentage = Number of drops out x100 : Number of pupils in the concerned class
The most dropout cases are in P.5 (8.96% of the pupils registered in this class). The drops out are less important in P.1 (1.18%) and in P.6 (2.07%). According to interviewees, in P.1, pupils are just schooled so the dropouts are less important and in P.6, the pupils are preparing to undergo the national examination to secondary school and waiting if they could get a chance of passing to the secondary school.

2.1.3. Shengampuli school center

**Shengampuli Primary School** Center is located near sand and stone quarries of Rusine. The table below summarizes the case at Shengampuli Primary school.

**Table 3: SHENGAMPULI school center/ RULINDO/NORD/dropout cases**

<table>
<thead>
<tr>
<th>Class</th>
<th>Number/beginning of 2013</th>
<th>Dropout cases by May 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.1</td>
<td>255</td>
<td>11</td>
</tr>
<tr>
<td>P.2</td>
<td>244</td>
<td>8</td>
</tr>
<tr>
<td>P.3</td>
<td>236</td>
<td>6</td>
</tr>
<tr>
<td>P.4</td>
<td>230</td>
<td>7</td>
</tr>
<tr>
<td>P.5</td>
<td>223</td>
<td>11</td>
</tr>
<tr>
<td>P.6</td>
<td>212</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1400</strong></td>
<td><strong>52</strong></td>
</tr>
</tbody>
</table>

Percentage = Number of drops out x100: Number of pupils in the concerned class

The most dropout cases are in P.5 (4.93%) and P.6 (4.24%) of all pupils registered in these classes. According to interviewees, these classes correspond to the moment at which, the children are ready to be engaged by their parents in stones crashing or in sand extraction.

2.1.4. Mwendo school center

Mwendo Primary school center is located near sugar cane plantation along Nyabarongo River valley. The table below summarizes the case at Mwendo Primary school.

**Table 4: MWENDO school center/ NYARUGENGE/VILLE DE KIGALI/dropout cases**

<table>
<thead>
<tr>
<th>Class</th>
<th>Number/beginning of 2013</th>
<th>Dropout cases by May 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.1</td>
<td>349</td>
<td>16</td>
</tr>
<tr>
<td>P.2</td>
<td>233</td>
<td>11</td>
</tr>
<tr>
<td>P.3</td>
<td>222</td>
<td>15</td>
</tr>
<tr>
<td>P.4</td>
<td>207</td>
<td>5</td>
</tr>
<tr>
<td>P.5</td>
<td>202</td>
<td>24</td>
</tr>
<tr>
<td>P.6</td>
<td>178</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1391</strong></td>
<td><strong>71</strong></td>
</tr>
</tbody>
</table>

Percentage = Number of drops out x100 : Number of pupils in the concerned class
The most dropout cases are in P.5 (11.8%) and in P.1 (22.5%) of the pupils registered in these classes. According to interviewees, some children schooled in P.1 are then after pulled out for among others reasons, the lack of school materials. In P.5, there is, inside or outside the family cadre, the temptation of engaging them at work.

2.1.5. Nkanka school center

Nkanka Primary School Center is located in Rusizi District in Eastern Province. Many activities are performed in commercial centers, quarries of sand and stones, etc. The table below summarizes the case at Nkanka Primary school.

Table 5: NKANKA school center/RUSIZI / OUEST/dropout cases

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.1</td>
<td>421</td>
<td>12</td>
<td>22.5%</td>
</tr>
<tr>
<td>P.2</td>
<td>409</td>
<td>3</td>
<td>2.85%</td>
</tr>
<tr>
<td>P.3</td>
<td>406</td>
<td>5</td>
<td>0.73%</td>
</tr>
<tr>
<td>P.4</td>
<td>401</td>
<td>6</td>
<td>1.23%</td>
</tr>
<tr>
<td>P.5</td>
<td>395</td>
<td>23</td>
<td>1.49%</td>
</tr>
<tr>
<td>P.6</td>
<td>372</td>
<td>17</td>
<td>5.82%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2404</strong></td>
<td><strong>66</strong></td>
<td><strong>4.56%</strong></td>
</tr>
</tbody>
</table>

Percentage = Number of drops out x100: Number of pupils in the concerned class

The most dropout cases are in P.5 (5.8%) and in P.1 (22.5%) of the pupils registered in these classes. According to interviewees, some children schooled in P.1 are then after pulled out for among others reasons, the lack of school materials. In P.5, there is, inside or outside the family cadre, the temptation of engaging them at work.

2.1.6. Kiramuruzi school center

Kiramuruzi primary school center is located near the rice plantation in Kanyonyomba valley between Kiramuruzi and Ntete Sectors in Gatsibo District, Western Province. The table below summarizes the case at Kiramuruzi Primary school.
Table 6: KIRAMURUZI school center/ GATSIBO/EST/dropout cases

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
<th>Dropout cases by May 2013</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.1</td>
<td>551</td>
<td>7</td>
<td>1.2%</td>
</tr>
<tr>
<td>P.2</td>
<td>444</td>
<td>8</td>
<td>1.8%</td>
</tr>
<tr>
<td>P.3</td>
<td>436</td>
<td>12</td>
<td>2.7%</td>
</tr>
<tr>
<td>P.4</td>
<td>424</td>
<td>9</td>
<td>2.1%</td>
</tr>
<tr>
<td>P.5</td>
<td>415</td>
<td>14</td>
<td>3.3%</td>
</tr>
<tr>
<td>P.6</td>
<td>401</td>
<td>4</td>
<td>0.9%</td>
</tr>
<tr>
<td>Total</td>
<td>2671</td>
<td>54</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Percentage = Number of drops out x100 : Number of pupils in the concerned class

The most dropout cases are in P.5 (3.3%) of the pupils registered in this class. According to interviewees, at the age of P.5, there is, inside or outside the family cadre, the temptation of engaging children at work.

2.2. Synthesis of school dropouts cases

Tableau 7: Synthesis of school dropout cases

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
<th>Dropout cases by May 2013</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.1</td>
<td>2024</td>
<td>49</td>
<td>2.4%</td>
</tr>
<tr>
<td>P.2</td>
<td>1767</td>
<td>45</td>
<td>2.5%</td>
</tr>
<tr>
<td>P.3</td>
<td>1722</td>
<td>55</td>
<td>3.1%</td>
</tr>
<tr>
<td>P.4</td>
<td>1667</td>
<td>43</td>
<td>2.5%</td>
</tr>
<tr>
<td>P.5</td>
<td>1624</td>
<td>108</td>
<td>6.6%</td>
</tr>
<tr>
<td>P.6</td>
<td>1516</td>
<td>42</td>
<td>2.7%</td>
</tr>
<tr>
<td>Total</td>
<td>10320</td>
<td>342</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

Percentage = Number of drops out x100 : Number of pupils in the concerned class

Let us note that the number of school dropout is largely important in P.5 (6.6%). According to interviewees, already at 12 or 13, the children are tempted of quitting the school for the work given the fact that they commence to acquire some strength of working in family or outside of it.\(^{11}\)

\(^{11}\) Even they feel or are estimated capable of working, children are not allowed to work before attaining 16 years old as per the law N° 13/2009 of 27/05/2009 governing labor in Rwanda, In O.G. N° special of 27/05/2009, in its article 4 and ss. This age is rarely attained before and completing at least P. 6 and 3 years of what is commonly called “Nine Years Basic Education”.  

Figure 1: Graphical presentation of dropout cases synthesis

![Graph showing dropout cases synthesis](image-url)
III. OCCUPATIONS OF DROPPED OUT SCHOOL

SIPETRA research team went in working areas of mining, quarrying, rice, sugar cane and tea plantations and trading centers to get more information about occupations of children who dropped out from school. On sites, SIPETRA found children performing works similar to the worst forms of child labor. These works were not fit for them because at their age, they were engaged in works forbidden by the law:

The Rwandan labor regulation, especially in articles 4-8, forbids some forms of child labor and forced labor. It prohibits any child labor or any associated exercise before 16 years of age\textsuperscript{12}.

Globally, 32 dropout pupils out of 342, a rate of 9.35\% was found working. As a matter of enough space in the report, only a few testimonies of these children are reported hereinafter.

3.1. Cases in mines and quarries

Children were found working in sand and stone quarries of Rusine, Rulindo District, Northern Province, in Colombo tantalite (Coltan) of Cyubi and Gitima mines, Kabacuzi Sector, Muhanga District, Southern Province, Gatumba mines, Ngororero District, Western Province as well as cassiterite mine of Musha, Rwanagana District, Eastern Province, SIPETRA. All of these different sites are ones of the areas where the worst forms of child labor forbidden are performed as stipulated by the law:

The Ministerial order n° 6 of July 13, 2010 setting the list and the nature of worst forms of child labor, categories of forbidden activities to children and mechanisms for prevention, in article 5, classifies underground or open casting works related to stone quarrying and extraction, underwater activities, at dangerous height or confined spaces, all these as dangerous works to children\textsuperscript{13}.

\textsuperscript{12} Law N° 13/2009 of May 27, 2009 relating to labor regulation in Rwanda, In J.O. special No of May 27, 2009

\textsuperscript{13} Ministerial Order No 06 of July 13, 2010 setting a list and the nature of harsh forms of children work, forbidden businesses to children and prevention mechanisms, In O.J. No 30 of July 26, 2010
3.2. Visits to sand and stone quarries of Rusine

Sand and stone quarries of Rusine are located in Shengampuli Sector, Rulindo District, Northern Province. There are many quarries of sand and stones extraction used for construction mainly in Kigali city.

On site, SIPETRA met twenty dropout pupils of whom H. E., T. M., B. J., and V. M. were crushing stones alongside their mothers.

M.V is 12 years old. He lives with his both parents in a family of five children. He abandoned the school to help his parents at home and look after his young brothers and sisters while his parents go at work. Sometimes, as on SIPETRA day visit, he goes with his parents for crushing stones. For him, better is first seeking survival rather than going to school. His parents do all their possible to make him alternate school each term with his sister to dodge authorities’ sanctions who struggle to school all the children in age.

3.3. Visit to Cyubi and Gitima mines

SIPETRA went to the Cyubi and Gitima Colombo tantalite (Coltan) mines in Kabacuzi Sector, Muhanga District, Southern Province, important mines of the area. Four children having abandoned school were at work, declutching, transporting broken stones, sifting and leveling.

N. Z. is 17 years old. He abandoned when he was in primary 5. In class, he used to get good class performance between 7th and 13th places. He joined work to assist his mother feeding his younger brothers and sisters. He gets 1 000 RWF daily, too much money for a child. He desires never go back to school.

H. E. was born as one of 6 children in his family. He lives with his both parents. He abandoned school in primary 6. He declares having never liked school. He gets 1000 RWF daily.

N. A. is 16 years old. He was born as one of 9 children in his family. He lives only with his mother. He abandoned school when in primary 3. He gets 1 500 RW F daily. With this wage, he feeds his family and pays school fees for his younger sister.

H. R. is 17 years old. He lives with his parents in a family of seven (7) children. He abandoned school when he was in primary 5 for working in mines. He left school from his own will and never desires to go back to school. He gains 1000 RWF per day.
This situation has been confirmed during a group session held on October 12 and 13, 2012 at Kabacuzi in which participated: Kabacuzi Sector Executive secretary, Kabacuzi Sector cells secretaries, Imidugudu/ Village Representatives, Cell Youth, National Council and Women National Council Representatives, Teachers and SIPETRA management and antennas. The participants pointed out overwhelming cases of children abandoning school for mining works and for other works in Butare trading center.

3.4. Visit of Gatumba mines

Gatumba mines are located in Gatumba Sector, Ngororero District, and Western Province. It is an area having a great number of coltan and cassiterite mines. There are two categories of mines: mines legally and illegally extracted.

I. O., employee of one of the legal mines reported to SIPETRA that miners working on legal mines sign contracts. These mines are managed by the District and REMA in terms of controlling working conditions and respecting environment norms. So, the mines cannot employ children so as to avoid any punishment from authorities.

He also mentioned that illegal mines are exploited by villagers. There, works take place early in the morning and at night to dodge authorities’ control. Children regularly work there by shifting between school and work. Also, there are children working on sand and stone quarries along Gisuma River\textsuperscript{14}.

3.5. Visit to Musha mine

The mine site of Musha is located in Musha Sector, Rwamagana District, Eastern Province. At this site, a security agent named “Local Defense Force” told SIPETRA that Musha mine has been closed since February 2012 due to the departure of the official miner. Since then, the mine is protected by security agents against any illegal extraction\textsuperscript{15}. Other security agents confirmed the closure of the mine while waiting for the next investor who will restart mining activities.

Despite this interdiction and the presence of the guards, some people including those employing children continue to dig the minerals illegally and clandestinely.

\textsuperscript{14} Interview with SIPETRA by an agent of one of the legal mines of Gatumba, on 24 June 2012
\textsuperscript{15} Interview with SIPETRA, June 2012 at Musha
N., aged 15 years old, told SIPETRA that he abandoned school for the mining activities in Musha mine. He added that children go there clandestinely unknown to security agents to escape from their severe punishments once caught.

Another child 12 years old child, in school uniforms, also declared participating in extracting activities.

Also, SIPETRA met a group of children collecting rubbish containing ores. Their number was about 12 apparently and working in team with adults. They said that 1kg of cassiterite ores is sold at 5 000 Rwf or 10 000RWF depending on its quality. They sell their collection to traders who then resell for export it in Kigali.

A resident, living near the mine, agreed on the participation of children in the mining activities and added: « Here, children live of these mines. They collect cassiterite ores and sell them to get money. It is their habitue ».

![Figure 2: Child laborer in a cassiterite mine of Musha: Photo SIPETRA, 2012](image)

### 3.6. Cases in plantations

After the visits on sand and stone quarries of Rusine, Rulindo District, Northern Province, in Colombo tantalite (Coltan) of Cyubi and Gitima mines, Kabacuzi Sector, Muhanga District, Southern Province, Gatumba mines, Ngororero District, Western Province as well as cassiterite mine of Musha, Rwamagana District, Eastern Province, the visits on

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16 According to the interview of Karuruma selling post agents with SIPETRA at Kabuye, Kigali, the prices of 1kg of cassiterite ore range from 10000RWF to 17000RWF.
Kanyonyomba rice plantations, along Nyabarongo River valley sugar cane plantations and Gisakura tea plantations followed. Also, SIPETRA found children working there.

3.7. Case of Kanyonyomba Rice plantations

The Kanyonyomba swamp is located near Kiramuruzi Primary school, Kiramuruzi Sector, Gatsibo District, Eastern Province. It is a very wide rice plantation swamp reaching the west branch of Lake Muhazi.

When rice is about harvest, many children are employed in chasing away bird-predators from eating rice grains. About 100 children regularly work on those plantations or accordingly alternate school and work. On the site, SIPETRA noticed that the age of children working there is between 10 and 17 years old.

![Figure 3: Children laborers in Kanyonyomba Rice plantations. Photo SIPETRA, 2012](image)

M.C. is 15 years old. She is from Rwimitereri cell, Murambi Sector, Gatsibo District, Eastern Province. She is one of 13 children and his father is a polygamist.
She is the 4th child to her mother. Her father got an accident. He since became disabled and can no longer feed and educate his children. She abandoned school when in primary 5 to assist her mother feeding her brothers and sisters. She guards rice plantations and gets 500 RwF per day. C. would like to go back to school but she worries about feeding her family.

U.C is from Akabuga cell, but lives in Rwimitereri where he guards rice plantation of Kazungu from 6:00 AM to 5:00PM. He is aware that he is paid but does not know the amount because only his parents get the salary. He left school in primary 5 and would like to go back to school.

Figure 4: Child laborer on Kanyonyomba Rice plantations. Photo SIPETRA, 2012

N.C. is 16 years old and N., 12 years old. Both are brothers from Nkumba, Burera District, Northern Province. N.C abandoned when in primary 4 while N. was in primary 2. N.C guards rice plantation from 6:00AM to 5:00 PM and gets 1000RWF a day. His brother N. gets 500RWF a day and would like to go back to school.

N.E. is 16 years old. She lives with her parents in family of 7 children of whom 3 to the first wife and 4 to the second. She abandoned school to guard rice plantation to increase the family’s income.
M.J.C is 15 years old. She lives with both parents in a family of 7 children. She abandoned school to guard rice plantation where she gets 15,000 RWF monthly. Sometimes, she receives food in lieu of salary.

N. C. is 14 years old. He lives with his both parents in a family of 7 children. He abandoned school to guard rice plantations and he is paid 10,000RWF monthly.

H. A. is 14 years old. He lives with his mother and 2 brothers. He abandoned school when in primary 5. He guards rice plantation for 15000RWF monthly. With this salary, his mother feeds his young brothers and sisters.

N. E. is 13 years old. He lives only with his mother in a family of 4 children. He abandoned school to guard rice plantation. He gets 10000RWF monthly. With such an amount, he can buy clothes.

3.8. Case of Gisakura tea plantations

During the visit on Gisakura tea plantations located in Rusizi District, Western Province, SIPETRA found sixty (60) children working especially in tea plantations named « Village tea».

S.A., employee of the tea plantation describes how children desert school for working on Gisakura tea plantation:

«Children desert school for working on plantation with their own parents. Aged 9 years old, is able to carry a basket of picked tea. It is a pride for the parents. The profession of picking tea became a legacy. For their parents, children have better to learn this profession earlier. Sometimes, local authorities react by hunting those children from tea plantations. But when children perceive them approaching they escape by hiding into plantation corners». Tea weighing agents went on saying that they are unaware of the situation because their business concerns the production not the people involved in it. In addition, they said that Gisakura tea factory does not employ children but whatever happens depends on parent unawareness.

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17 Interview of SIPETRA with Gisakura tea agents, on 31st 2013
3.9. Case of trading center

3.9.1. Case of Buhinga trading center

At Buhinga trading center, Nyamasheke District, Western Province, children having abandoned school were found employed as meat roasters.

N.E is 12 years old. He abandoned school while in primary 2. He works as a goat and pork roaster. He gets 5 000 RWF monthly. He declares having abandoned school due to lack of school materials.

The same work is done by N.F., N.E., H.P. and K.W who respectively abandoned school while in P2, P1, P3 and P4. They told SIPETRA that they are either paid in cash or in roasted pork skins.

3.9.2. Case of Rutongo trading center

At Rutungo trading center, Kabacuzi Sector, Muhanga District, Western Province, some of the abandoned children work in clay portage, transportation of beers, serve as beggars and waiters in bars.

3.9.3. Case of Gisakura trading center

At Gisakura trading center, near the tea plantations, Rusizi District, Western Province, a number of other dropout pupils was found working. They were serving beers in bars, butchering goats and fetching water.

3.10. Cases from other sectors of activities

During the research, SIPETRA finally came up to notice that children having abandoned school were employed in activities other than those mentioned above. For example, they were employed as hay collectors for livestock and as herders.
Figure 5: Child labourers fetching water

H. alias S. is 12 years old. He is from Bweya Cell, Murambi Sector, District Nyagatare, and Eastern Province. He lives with his father only. He abandoned school when in primary. He collects hay for his neighbor’s livestock for 5 000 RWF monthly. He deeply desires to go back to school.

H. E. is 13 years old. He lives in Rwimitereri Sector, Gasabo District. He is orphan and lives in a family of 3 children. He abandoned school when in primary 4. He works as cow herder for 7000RWF per a month. With this money, his mother can feed the family and buy clothes for him.

From the above testimonies, it is clear that the worst forms of child labor facing children having abandoned school exist in different areas visited by SIPETRA research team. Therefore, this calls for analyzing the key causes for the persistence of the phenomenon which may further constitute a challenge to the education for all in our country.
IV. CAUSES OF SCHOOL DROPOUTS

The above chapter widely detailed, has clarified the cases of the worst forms of child labor facing children having abandoned school.

At the same time, it has revealed a complex situation in which SIPETRA has underwent the hard task in collaboration with interviewed individuals throughout the country.

So, in the following chapter, it is identified, stressed, and then explained the causes of school dropouts resulting into engaging children in the worst forms of child labor as learnt from interviewed individuals.

Several causes were mentioned like household’s poverty, additional school fees, family separation, land exiguity or scarcity, War and Genocide against Tutsi of 1994, widowhood, situation of orphans, large families, parents’ irresponsibility and juvenile delinquency.

4.1. Family poverty

The family poverty is the main cause of school dropouts. Most of interviewed individuals said that some families are not able to feed their family members. Families’ poverty was almost evoked during in all interviews.

N.C, 16 years old and his brother N., 12 years old told SIPETRA: «…. Due to poverty, our parents forced us to leave school to keep rice plantations». N. goes on testifying: « I abandoned school when I was 11 years old. My parents forced me to keep neighboring rice plantations for 1000RWF a day. With this salary, my parents feed the family and I get clothes 18 ».

N.E, 16 years old, told: « …I have been pulled out from school because of lack of school materials. We lived in total misery after my father had sold the whole land. Today, my mother works for food from neighbors’ (Ubucanshuro) 19 ».

Another child N.E, aged 12 years old, went on: « ….I abandoned school when in primary 2 because of lack of school materials. In my family, to get food is not easy. To survive, I have opted to roast goat and pork meat for 5000 RWF a day» 20.

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18 Interview with SIPETRA, on 28th August 2012
19 Interview with SIPETRA, on first November 2012
A primary teacher clearly pointed out: « There are problems in families. Very often, families lack school materials and most of time, some children attend class without having eaten. At the debut of school year, children attend class but they progressively desert. It seems that family poverty wins over schooling efforts»\textsuperscript{21}.

Not only have these above said examples insisted on families’ poverty but also a number of other interviewed individuals asserted that families poverty is the main cause for children’ school drop outs and their engagement in worst forms of child labor. Indeed, the more families are poor, the more they prioritize survival than their children’s education. For them, first get food and think after\textsuperscript{22}.

**Additional school fees estimated costs**

Though, the education is free in our country, there are some hidden costs such as transportation, lunch and school materials which are a burden to poorer families because they can reach an amount of 17000RWF per child a year. This becomes terrible when this money has to be paid on up to 7 children within one family. This description shows how difficult is for a such family to send children to school.

It is still difficult even impossible for parents to pay all of these hidden costs associated to their children’s education despite the suppression of school fees both on primary and secondary school (Twelve years Basic Education levels).

With 17000 RWF to be paid per child a year, it is difficult for a family which hardly feeds its members to get such an amount of money.

\textsuperscript{20} Interview with SIPETRA, on 28\textsuperscript{th} December 2012
\textsuperscript{21} Interview with SIPETRA, on 04\textsuperscript{th} October 2012
\textsuperscript{22} According to the roman saying, « Primo vivere deinde philosophare »
Table 7: Complementary costs

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (RWF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoes</td>
<td>3 000</td>
</tr>
<tr>
<td>Socks</td>
<td>300</td>
</tr>
<tr>
<td>Uniforms (2)</td>
<td>10 000</td>
</tr>
<tr>
<td>Notebooks</td>
<td>1 000</td>
</tr>
<tr>
<td>Pens and pencils</td>
<td>200</td>
</tr>
<tr>
<td>Bag</td>
<td>1 000</td>
</tr>
<tr>
<td>Prime pour les enseignants= 500 Frws x 3 trimestres</td>
<td>1 500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17 000</strong></td>
</tr>
</tbody>
</table>

4.2. Family separation

Among other causes mentioned, interviewed individuals evoked family separation as one of the causes for school dropout.

H. A., 14 years old, told: «…My father left our family for living in Uganda after having sold the family land and squandered all of the money. I was in primary 5 when I abandoned school. I did so not only that my father left but also after that my mother had an accident.

She is now disabled and decided with us since then to go living with her parents’. It is also said that my mother would have a cancer».

Many other interviewees asserted that such situations most happen and lead to family unbalance which, in return, has repercussions on children’s education.

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23 Interview with SIPETRA, on 15th July 2012
4.3. Land exiguity or land scarcity

The headmaster of Kabacuzi primary school said that the exiguity and scarcity of land one of the causes of school drop outs as long as it leads to the misery of families. These ones cannot produce enough for satisfying all of the family needs. So, the family members are forced to first satisfy basic needs such as getting food. Children do not go to school and even those who go there desert then after.

M.J., father of children laborers, resident of Gihombe, Gatsiro, Gihundwe, Rusizi added: «…I am sick. I have a wife and 5 children. Apart from a small and old house, I have no land. I have no other means for looking after my children. I cannot fairly feed them and send them to school. I have no power on them. So, it is normal if they work to get money. If there were a help for taking our children back to school, it would better start by giving them food»24.

K.G. from Muramba, Kamanyenga, Nkanka, Rusizi, father of 8 children speaks: «…My children are seeking work. They do nothing for me. They come back home in the evening. I have no land. I live in a small and incomplete house. It was destroyed by the 2008 earthquake». In such situation, sending children to school would be possible only if I get somebody to provide them food, clothes and school material»25.

Officially, 3700 households of peasants having neither land nor livestock in Gasabo District have been identified. There are said to be in dire poverty « Abatindi nyakujya » in the context of Ubudehe program. In Rusizi District, they are 6 601 households of which 12.08% of them are landless peasants and 898 be 1.84% declared living of benefactors’ donation. This shows that children from this category of families cannot go to school.

24 Interview with SIPETRA, on 10th January 2013
25 Interview with SIPETRA, on 14th may 2013
Table 8: Available average portion of lands for farming per household/family in the visited Districts

<table>
<thead>
<tr>
<th></th>
<th>Average size of cultivated land (ha)</th>
<th>&lt;0.3 ha</th>
<th>0.3–0.9 ha</th>
<th>0.9–3 ha</th>
<th>&gt;=3 ha</th>
<th>Total Number of households/families cultivating land for food crops (000s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Rwanda</td>
<td></td>
<td>0.33</td>
<td>45.8</td>
<td>37.6</td>
<td>14.7</td>
<td>1.9</td>
</tr>
<tr>
<td>Nyarugenge</td>
<td></td>
<td>0.05</td>
<td>73.8</td>
<td>18.9</td>
<td>6.8</td>
<td>0.5</td>
</tr>
<tr>
<td>Muhanga</td>
<td></td>
<td>0.37</td>
<td>41.8</td>
<td>12.7</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td>Rulindo</td>
<td></td>
<td>0.39</td>
<td>38.1</td>
<td>46.0</td>
<td>14.6</td>
<td>1.3</td>
</tr>
<tr>
<td>Gatsibo</td>
<td></td>
<td>0.49</td>
<td>27.8</td>
<td>47.5</td>
<td>22.5</td>
<td>2.3</td>
</tr>
<tr>
<td>Rusizi</td>
<td></td>
<td>0.31</td>
<td>48.6</td>
<td>40.7</td>
<td>9.9</td>
<td>0.9</td>
</tr>
</tbody>
</table>

Source: EICV3

Another resident, living near the mine of Musha, supported the same cause by saying that children desert school and clandestinely go in the mine to collect cassiterite ores for survival. This is due to lack of enough land for their families’ survival. Thus, children have to strive for life still very young.

N.C., 14 years old, says that his family has no house and land. His family migrated seeking farming work. After deserting school, he works by guarding rice plantations and is paid 10 000 RWF per month.

4.4. War and Genocide against Tutsi

The cases of school drop outs as a result of War and genocide against Tutsi were also reported to SIPETRA. One mother of a child laborer said: « My husband is in jail: he is sentenced to 30 years imprisonment. Our whole property including land and a house has been seized and sold for compensating Genocide damages. We now live in a house constructed under the support of World Vision. I live with 4 children whose the eldest is 13. I live of working for food for my neighbor (Ubucanshuro). I decided to pull out school the elder child so as to help me feed his brothers and sisters. His salary helps me buying clothes for them while I am busy on searching food »

M.J.C, 15 years old, also said that his family is landless due to Gacaca damages. Their land was sold for compensating spoiled properties during the genocide.

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26 Interview with SIPETRA, on 08th February 2013
His mother lives of working for food (ubucanshuro). Under the order of his mother, he abandoned school to guard rice plantation where he gets 15 000RWF per month. When he was still at school, he was assisted by Concordia Foundation but the sponsorship stopped with drop out.

N.E aged 13 years old reported what happened to his family and how the events affected his education: “My father took part in genocide and now he is in jail. After Gacaca courts decisions on damages caused during the genocide to be compensated, my family sold the whole land and the house. Now we live in the house constructed with the support of World Vision. My mother works for food. I abandoned school after my mother advised us to strive for clothes while she had to find food for us. World Vision assisted only my sister to go to school. This NGO assists my sister for two reasons: one, normally the NGO assists one child per family. Second, this NGO assists only the youngest of the family. Since I am the first born I would not be assisted.”

Many other interviewed individuals asserted that a great number of children have abandoned school as a result of huge properties compensated after war and genocide against Tutsi of 1994.

4.5. Widowhood

The widowhood is also one of the causes of school drop outs in visited areas. It is confirmed by R., a resident of Rwimitereri Cell, Murambi Sector, Gatsibo District, Eastern province. He said: « My wife died and left 2 orphans. I remarried. My new wife started mistreating my children. She even used to beat them. When I am away from home, she refused them food. They ended up to desert school. Today, they wander or guard rice plantations».

A great number of other interviewees gave many examples of which they suggested that it would be better to remarry after the orphans had finished secondary school. Otherwise, they risk even to never study because very often the stepmother slates them.

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27 Interview with SIPETRA, on 16th September 2012
28 Interview with SIPETRA, on 10th February 2013
4.6. Orphan-hood

The orphan-hood is also one of the causes of school dropouts in visited areas. It was confirmed by H.E., 13 years old, who lives in Rwimitereri Sector, Gatsibo District. Fatherless child, he abandoned school when he was in primary 4. He is employed as cow herder for 7 000 RWF a month. With this money, his mother feeds the family and buys clothes for him.

H. alias S., aged 12 years old, his mother died when he was 5 years old. He started school but he abandoned shortly after. His father could take care of him so he left to the service of a neighbor who employs him to collect hay for his livestock. He is paid 3 000 RWF per month.

H.E, 13 years old, fatherless child, said that he abandoned school because his mother was not able to provide all school needs. His mother negotiated a work of herding cows for 7 000 RWF a month. This salary is paid directly to the mother who, in return, buys clothes for him. His mother works on neighbors’ rice plantations.

According interviews with local authorities concerning orphans’ school drop outs cases, orphans are of a category of children who engage themselves in the worst forms of child labor. They have no any other choice as far as they have to strive for survival.

4.7. Large family

Large family is also the cause mentioned by most of interviewed individuals as a cause of the worst forms of child labor..

To that effect, M.C., a child aged of 15 years old said: « My father has two wives and many children. Getting food is not easy for my mother. At the end of primary 5, I could not go on studying because my mother has no financial means. I help her feeding my brothers by guarding rice plantations. The community-based health insurance is for us a dream because we have no money for subscription since I get only 500 RWF a day and as we have to eat and buy soap. I work from 6:00 to 11:00 but sometimes I go back home at 3:00 PM»29.

M.J.C., 15 years old, said: « I used to go to school when my parents had yet few children to feed. Now, as we are eight children, I cannot. I have to look for food first»30.

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29 Interview with SIPETRA, on 12th February 2013
30 Interview with SIPETRA, on 13th February 2013
During the researches in the Districts visited in May and July 2012, SIPETRA observed many families with a large number of children who abandoned school.

N.I. from Kinyenyeri, Gatsiro, Gihundwe, Rusizi described her family: « We have 11 children of whom 7 are of school age. Fortunately, we could send only two of them to school, five abandoned because the school fees had so increased that we cannot pay school fees for all of the children. The time being, we can only feed and clothe them»\(^{31}\). The table below summarizes the situation of large family.

Most of interviewees especially parents declared that a great number of families with many children in charge are not able to send them to school. So, they are among families having a great number of abandoned children and engaged in the worst forms of child labor. The average of children for those families is 6.71 children while national average is 4.81 children per woman (2012)\(^{32}\).

**Table 9: Fertility rates per visited District**

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>Fertility rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gatsibo</td>
<td>4.9</td>
</tr>
<tr>
<td>Muhanga</td>
<td>3.8</td>
</tr>
<tr>
<td>Nyarugenge</td>
<td>2.9</td>
</tr>
<tr>
<td>Rulindo</td>
<td>3.3</td>
</tr>
<tr>
<td>Rusizi</td>
<td>5.1</td>
</tr>
<tr>
<td><strong>Rwanda</strong></td>
<td><strong>4.6</strong></td>
</tr>
</tbody>
</table>

*Source : EICV3*

**4.8. Parents’ irresponsibility**

Regarding parents’ irresponsibility, a headmaster of one primary school in one of the visited districts emphasized that parents have become irresponsible. Some of the children deserting school are encouraged by their parents. He explained: « It is difficult to halt school dropout cases because today, children are responsible for their families’ survival in this area. They act as family chiefs. There are a number of children who work and buy drinks to their parents»\(^{33}\).

The in-charge of social affairs in Mageragere Sector, Nyarugenge District, also declared: « The worrying aspects of child labor are found within families themselves which remove

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\(^{31}\) Interview with SIPETRA, on 17\(^{th}\) May 2013  
\(^{32}\) EICV3  
\(^{33}\) Interview with SIPETRA, on 10th December 2012
their children from school to look after their young brothers and sisters and doing domestic works»\textsuperscript{34}.

Such cases of parents favoring school drop out of their own children were noted by during the interview with M.V., mother of M.JC. child laborer, living in Rwimitereri Cell, Murambi Sector, Gatsibo District, Eastern Province. She said: « My husband died and left 6 orphans. We have a very small land. I live of working for food. I am myself responsible for the drop out of my children because I had no choice after the death of my husband»\textsuperscript{35}.

4.9. Juvenile delinquency

Interviewed different persons including children themselves, the headmasters as well as local authorities confirmed that there are cases where children desert school by their own will. 6 children found in rice plantation of Kanyonyomba and the mine of Coltan in Kabacuzi said they abandoned school at their own.

One headmaster of a primary school explained: « It is not easy to send a child to school and keep him regular there when he has perceived money at early age. He is no longer interested in studying»\textsuperscript{36}.

Note that during the interviews, it was revealed a cause which is the origin of school drop outs but that is not mostly mentioned by the interviewees. It is home-based violence. This cause was raised by M. Alphonse HITAYEZU, in charge of gender in Gatumba Sector, Ngororero District, and Western Province. He said that there are school dropout cases which take place as a result of violence within some families. This home-based violence brings in parents’ unawareness towards their children and pushes them to desert school for work. He concluded saying that the above-said cause push children to abandon the school and engage in labor.

It is clear that the situation of school drop outs and their origin do exist and persist as well. They lead to an alarming engagement of children in the worst forms of child labor detailed above. It is a phenomenon needing a special aware, despite the efforts made, as long as it tends to undermine the education for all policy in Rwanda and the life of the child victims.

\textsuperscript{34} Interview with SIPETRA, on 21st January 2013
\textsuperscript{35} Entretien accordé à SIPETRA, le 04th June 2012
\textsuperscript{36} Interview with SiPETRA, on 15th March 2013
V. INTERVENTIONS AND MEASURES ASSESSMENT AGAINST THE WORST FORMS OF CHILD LABOR

After having collected all information about the phenomenon, SIPETRA assessed interventions against the worst forms of child labor facing children having abandoned school. Then it presented its action and finally proposed possible remedies.

5.1. Framework of intervention against the worst forms of child labor

The Framework of intervening in favor of children victims of the worst forms of child labor have been established by the International Labor Organization (ILO), an organization comprising 185 member states among others Rwanda (since 1962) and whose one of the major objectives is the fight against child labor.

In this perspective, the International Labor Organization adopted the Convention (ILO) № 182 on the worst forms of children work in 1999. In its article 6, the convention requests the member States to «elaborate and implement action plans for elimination of the worst forms of child labor».

According to article 7 of the above convention, each member state has to take into account the importance of education to children. The Government must work hard to take action within a specific timeframe to:

- Prevent children from becoming involved in the worst forms of child labour;
- Help remove children from the worst forms of child labour, and ensure protection and support for the children’s reintegration into society;
- Give children the possibility to go to school for free and give opportunities for skills training to older children who have been taken out of the worst forms of child labour;
- Identify and help children who may be at special risk;
- Consider especially vulnerable situation of girls.

The convention then demands to the member states to elaborate and to act upstream by passing laws, setting action plans and setting sanctions. It also recommends schooling, rehabilitation and socially reintegrating of children victims as downstream actions.

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The ILO has stressed that «Working in mines in all its forms is dangerous to children. Physically, it is dangerous because of heavy burdens, hard works, underground unstable structures, heavy and dangerous equipment and tools, explosive and toxic chemical substances and exposition to highly hot or cold areas».

Very often, it is also harmful psychologically and morally as long as mining activities are performed in isolated areas where there are no schools and no social services. In addition, there is no family support where «dust and explosions» abusively rend to alcoholism and drug consumption or prostitution.

5.2. Framework of intervention in schooling children

In April 2000, the Forum on education held in Dakar adopted a framework demanding the International Community to have provided quality education up to 2015. Each government was greatly solicited to set ahead a nationwide education for all policy.

One of global objectives is to do all the best for sending children to school and ensuring free and quality primary education completion to all of them especially girls, children living in unbearable conditions and children from vulnerable families by 2015.

The different interveners on the field are the Government, international Organization et the organization of the civil society especially the trade unions and the NGO.

5.3. Intervention of different actors on national level

5.3.1 Actions of the Government

a) Legal aspects

The Government of Rwanda has ratified (2002) and made its best to implement the clauses of the Convention n° 182, especially in its clauses obliging the member states to elaborate and to implement a plan of action of eliminating worst forms of child labor as a matter of urgency.

The Rwandan Penal Code, in its articles 217-249, punishes enrolment and exploitation of children in prostitution, drug and illicit products trafficking, armed conflicts, etc.

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38 MINEDUC, Education for All, Action Plan, June 2003
39 Convention on worst forms of child labor ban and immediate action for their elimination (Into effect: 19 Nov. 2000)
40 Organic law No 01/2012/OL of May 02, 2012 relating to penal code, In J.O. Special No of June 14th, 2012
The labor regulation in Rwanda, in its article 4-8, forbids the worst forms of child labor and forced labor. It also forbids any work and employment to children under 16.

In article 167 and 168, it sets penalties of between six months and 20 years with a fine of five million Rwandan Francs (5,000,000 RWF) or one of the two. But in case of forced labor, it sets between three and five years imprisonment with a fine of between five hundred thousand Rwandan Francs (500,000 RWF) and two million Rwandan Francs (2,000,000 RWF) or one of the two.

A Ministerial order implementing the law above mentioned, defines the worst forms of child labor as so defined in the ILO Convention No 182 and sets categories of businesses forbidden to children such as bar services, mines and quarries, animals butchering, etc.

The Ministerial Order No 06 of July 13, 2010 setting the list and the nature of the worst forms of child labor, categories of forbidden activities to children and prevention mechanisms, in its article 5, classifies as dangerous works to children underground or open casting works related to extraction or stone quarrying, or underwater works, at dangerous height or confined spaces.

According to article 6 of the above ministerial order, activities of mining and quarrying, private or public, are highly forbidden to children.

According to Kigali City Council instructions No 02 of April 29, 2012 setting ways of fighting forbidden works to children in Kigali city, local authorities of Kigali city and their partners have to assist poor families especially poor families headed by a child.

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41 Law N° 13/2009 of May 27, 2009 relating to labor regulation in Rwanda, In J.O. special No of May 27, 2009

42 According to the MIFOTRA agent in charge of child labor in Gicumbi District, people employing children on plantations are punished: a cooperative is charged a fine of 100,000RwF while an individual is charged 30,000RwF

43 Ministerial Order No 06 of July 13, 2010 setting the list and the nature of worst forms of child labor, forbidden activities to children and prevention mechanisms. In O.J. No 30 of July 26, 2010

44 The Ministerial Order no 06 of July 13, 2010 setting a list and the nature of the worst forms of child labor, categories of forbidden activities to children and prevention mechanisms. In O.J. No 30 of July 26, 2010.

45 The Kigali City Council instructions no 02 of April 29, 2012 setting ways of fighting forbidden works to children in Kigali city. In O.J. n°49 of 03/12/2012, p.49
The Government of Rwanda adopted «The Law No 51/2011 of December 14, 2011 relating to rights and protection of the child». According to article 26, the government puts ahead a mechanism for assisting children guardians allowing them to carry out their obligations in terms of feeding, health caring, educating, clothing and accommodating them. On article 47 of the above law, primary education is compulsory and free in public schools.

«According to article 48, parents and children guardians must send children to school and keep on their class attendance. The Ministry of education order sets measures encouraging children regularity at school and reducing school drop out rate».

b) Policy and programs aspects

In the framework of the Convention No 182, the Government of Rwanda has initiated the National child labor policy that provides among others strategies the fight against child labor and education of children victims. This policy was officially launched on June 13, 2013 and intends to offer schooling opportunity to former children laborers.

In the framework of the Forum of Dakar, Rwanda adopted the formulations of the Forum on education held in Dakar in April 2000 urging the International Community and the Governments to set ahead national action plans for education for all.

The Twelve Years Basic Education program was launched since 2012. This means free of charge studying six years of primary and six years of secondary levels. This system has greatly to work on the reduction of class repeating and drop outs. It also targets giving


47 It is conditional that children have to study as provided by the law no 51/2011 of December 14th, 2011 relating to the rights and the protection of the child. On article 48, it proposes that «parents and children guardians must send children to school and keep on their class attendance». Unfortunately, a ministerial order provided by the paragraph two of the above article, setting «measures for encouraging children regularity at school and for reducing on school drop outs rate», is not yet issued.


49 In April 2000, the Forum on education held in Dakar adopted a framework requesting the International Community to have ensured quality education up to 2015. Each government was greatly solicited to set ahead a nationwide education for all policy. The government of Rwanda quickly took part in responding to the challenge.
chances to a great number of children completing secondary school level. It is admitted that with the acquired knowledge and the reached age, the child can strive for surviving. In this regard, the MINEDUC Education Department Director says: «Aiming at fighting against worst forms of child labor, Twelve Years Basic Education Program, provides children education up to 18 years, the age where they are legally allowed to be employed.»

According to International Labor Office Representative in Kigali, education remains the key strategy for preventing children from being employed earlier. Also, it should be assumed that the child labor will be taken over by the Twelve Years Basic Education and social protection programs in favour of poor families.

The Government of Rwanda has set forward poverty reduction programs such as “Vision 2020 Umurenge Programme (VUP), Ubudehe and Umurenge SACCO so as to fight against poverty and improve on households living standards. The capital share in Umurenge SACCO is about 10,000 RWF. In 2012, the number of such cooperatives reached 139 units nationwide.

According to the National Policy for Orphans and Other Vulnerable Children (OVCs), Child laborers stand for the 9th category of those vulnerable children. Among other strategies, this policy intends to provide alternative solutions to child laborers and their families by availing income generating projects and introducing school catch up system.

Above all, there is a strong political will to send all the children at school. It is also to be noted that at local level, there exist formal mechanisms for solving the problem of school

50 MINEDUC, Nine Years Basic Education, Fast Track Strategies, November 2008, p. 2
51 Our interview with Education Department Director, MINEDUC, held on 12th February 2013
52 The vision 2020 Umurenge Programme (VUP) is one of EDPRS programmes, launched in 2008 with the aim of reducing on families extreme poverty through a direct financial assistance. Most identified needy families unconditionally receiving loan are engaged in
53 Ubudehe is a traditional practice of collective action intending to resolve community problems that has been adopted by the Government of Rwanda as an accurate approach to fight against poverty. Local community members identify themselves development related problems and decide top priorities to be undertaken to fight against poverty in their areas/neighborhoods. The local government facilitates the process, assists on community requests and provides technical support to chosen initiatives implementation.
54 Umurenge SACCO (Umurenge Savings and Credit Cooperatives) is a type of village cooperatives that allow loans obtaining for creating micro, small scale enterprises/companies to promote families/households economies in rural areas. The capital share is about 10,000 RwF. In 2012, the number of such cooperatives reached 139 units nationwide.
drop out cases and the worst forms of child labor\textsuperscript{56}. Normally, a child having abandoned
school and engaged in the worst forms of child labor must state the motives to the authority
in charge of education in his area. If this authority finds valuable the motives or not, he
accordingly makes decision. This was not the case because over 32 children interviewed by
SIPETRA, 14 children asserted having been taken back to school without paying any
attention to their problems. Therefore, they went back to their previous working places right
after.

5.3.2. NGOs interventions

The NGO focus usually on the downstream actions which are those mainly aiming at
remedying effects which means practical actions for removing and reintegrating children
victims of the worst forms of child labor.

The intervention of NGO are within the implementing the Convention No\textsuperscript{182} of ILO\textsuperscript{57},
clauses made in the Forum on Education in Dakar\textsuperscript{58}, the Ministerial Order\textsuperscript{59}, the Labor
regulation in Rwanda\textsuperscript{60}, the Rwandan penal Code\textsuperscript{61}, the National Child labor policy\textsuperscript{62}, the
Action plan of MINEDUC\textsuperscript{63} and many other texts.

\textsuperscript{56} Local authorities have the mission of tracking children having abandoned school and reintegrate them. But, they do so ignoring the causes of their drop outs.
\textsuperscript{57} Convention on worst forms of child labor ban and immediate action for their elimination (Into effect: 19 Nov. 2000) Adoption: Geneva, 87\textsuperscript{th} session CIT (17 June 1999) - Statute: Update Document (Fundamental Conventions).
\textsuperscript{58} In April 2000, the Forum on education held in Dakar adopted a framework requesting the International Community to have ensured quality education up to 2015. Each government was greatly solicited to set ahead a nationwide education for all policy. The government of Rwanda quickly took part in responding to the challenge.
\textsuperscript{59} Ministerial Order No 06 of July 13, 2010 setting the list and the nature of worst forms of child labor, forbidden activities to children and prevention mechanisms. In O.G. No 30 of July 26, 2010
\textsuperscript{60} Law No 13/2009 of May 27, 2009 relating to labor regulation in Rwanda, In J.O. Special No of May 27, 2009
\textsuperscript{61} Organic law No 01/2012/OL of May 02, 2012 relating to penal code, In J.O. Special No of June 14\textsuperscript{th}, 2012
\textsuperscript{63} MINEDUC, Education for All, Action Plan, June 2003
a) Direct actions against the worst forms of child labor

In this field, actions carried out by NGOs are seemingly insignificant because a very low number of their projects are invested in removing and rehabilitating children laborers who abandoned school\(^{64}\).

During the research, we have found that there were only two (2) NGO engaged in removal and rehabilitation of children victims of the worst forms of child labor. At the moment, it remains SIPETRA because REACH has closed its activities at the end of 2012!

As shown above, while some NGOs namely SIPETRA are attempting to find solution to the phenomenon of drop outs and worst forms of child labor, the Government of Rwanda, the international organizations and the private sector seem to inaccurately support the struggle. There were revision of laws, launching of policies and a vast sensitization but actions for withdrawing and rehabilitating children from child labor leave a lot to desire.

It is too deplorable for NGOs apathy or their lack of know-how and private sector behavior towards child labor. It is also deplorable for the Government’s reluctant allocation of funds and its failure in providing adequate mechanisms in favor of fighting against school drop outs and child labor.

For instance, the Programme for fighting against child labor was launched in 1998 by MIFOTRA but, now 16 years later, still concrete actions have not yet taken a tangible take-off.

\(^{64}\) Over 109 national and international NGOs advocating in favor of vulnerable children, a very low number of them have been engaged in the removal of children from the worst forms of child labor and their social reintegration.
SIPETRA first strategy in the fight against the worst forms of child labor is providing education to children removed from child labor as well as to other vulnerable children from families neighboring child labor sites.

The second strategy is providing trainings on vocational professions and on Income generating activities to children aged 16 having not been sent to school. The laureates are advised and assisted when seeking jobs and requesting small loans for their formed solidarity groups.

In this regard, in favor of children removed from child labor, SIPETRA launched a tontine « BIRASHOBOKA » meaning « Where there is a will, there is means » with the slogan « Twizigamire - Tugurizwe - Duterimbere » which means « Saving-Loan-Development».

It is in this philosophy that SIPETRA plans to take 540 children out of the worst forms of child labor and to reintegrate them within 5 coming years. However, its action is always delayed by limited financial means. Hence, the fact that its activities cover only 3 districts over 30 districts nationwide.

The third and last strategy is to avert decision-makers and interveners on the fact that child labor is so vast and so complex that it needs an increasing and reframing strategy of interventions so as to achieve the education for all by 2015.

The Syndicat Interprofessionnel de Protection des Enfants Travailleurs (SIPETRA) deals with psychosocial rehabilitation of children whom 75% are girls. Psychosocially, SIPETRA assists children beneficiaries by reintegrating them into formal and informal education system.
a) **Indirect actions against the worst forms of child labor**

These NGO offer only school materials to children already schooled other than to act in removing them from the worst forms of child labor et rehabilitating them.

A principal of a primary said to SIPETRA: “Around 2007, X NGO tried to take in charge poor children by distributing school exercise books in Shengampuli Sector. This action was with limited impact because it distributed only school materials. Otherwise, once there was rumor that Compassion International intended to support the education in our sector. Immediately, there was a huge movement of schooling children. When this NGO didn’t come, the children one by one pulled out the school. Indeed, the parents hoped that this NGO would feed their children at school”.

From the information above, it may be admitted that NGOs lack an efficient national plan to coordinate their actions or they are facing limited financial means.

It is clear that some of operating NGOs in terms of education do take in charge only one child per family and preferably the eldest. A child N.E aged 13 confirmed the fact: «…World Vision has only sent to school my young sister for two reasons: first is that the NGO assists only one child per family. Second, is that the ONG takes in charge of the youngest of the family. I am the eldest of the family therefore I am not concerned».

Other NGOs do not identify the vulnerable children in family, instead they identify them when already schooled when they are in need school materials.

### 5.4. Actions of international organizations

The concerned international organizations are ILO and Unicef. The ILO supports the Government and the social partners (Trade unions and employers association) in organizing researches, workshops and capacity building.

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65 REACH project is a three-year term project dealing with taking back children from working in agriculture sector under the supervision of Winrock International, Forum for African Women Educationalists (FAWE) and The Netherlands Development Organization (SNV-Rwanda). REACH project was financed by the United States Department of Labor (USDOL). It distributed school materials only and offered training on modern techniques of apiculture in 7 Districts.
Unicef supports the Government in researches and development programs: no longer aid to NGO is given\textsuperscript{66}. According to Unicef, the Government of Rwanda shifted from post war and genocide emergency phase since 2003 to development programs. Today, the international donations are greatly dispatched in institutions capacity building and development programs such as Vision 2020 and EDPRS.

5.5. Proposition of way forward

5.5.1. Engagement in direct actions

The implementation of the clauses of the International Convention No 182 and the Forum of Dakar on the education were implemented by passing laws, orders, policies and programs likely to bring about remedies to the situation.

Let us notice also the ongoing vulgarization of the policy against the child labor, the education for all policy, the capacity building of partners through trainings in area of child labor and the implementation of policy and action against poverty

Despite the laws, ministerial orders and programs set ahead, still the rehabilitative actions remain ineffective because it seems that funds allocated to the programs and projects of rehabilitating and reintegrating children having abandoned school who are at the mercy of worst forms of child labor, are very limited\textsuperscript{67}.

5.5.2. Need of allocation of pertinent budgets

One primary school Principal said: «Our primary school has 1 125 children. About 200 children of them are highly in need of being assisted. Instead, only 15 children representing 1.13\% of them are supported by MINALOC\textsuperscript{68}.»

5.5.3. Need of handling of the complexity of the worst forms of child labour

The worst forms of child labor in Rwanda results from a combination of several factors including poverty, tarnishing of social tissue due to war and genocide, poor assistance to vulnerable children, poor checks on children, unfair strategies and actions for fighting against child labor and this child labor tolerance culture especially in rural areas.

\textsuperscript{66} Interview with Mugabo of Unicef on 23\textsuperscript{rd} May 2012.
\textsuperscript{67} According to François Mugabo, Unicef child labor Service Manager, met on May 23, 2012, the Government of Rwanda shifted from post war and genocide emergency phase since 2003 to development programs. Today, the international donations are greatly dispatched in institutions capacity building and development programs such as Vision 2020 and EDPRS.
\textsuperscript{68} Our interview with the Principal of Shengampuli primary school, held on 11\textsuperscript{th} December 2012
Problems of extreme poverty sound high. The poorest families are ranged as follows in the visited districts: Muhanga (26.2), Rusizi (24.5), Rulindo (19.7), Gatsibo (18.8), Nyarugenge (3.6),[Rwanda (24.1)].

In this configuration, the situation of vulnerable groups (orphans, lonely children, children in need of special care) is likely to be incorporated in global positive statistics when exalting national policies and programs for promotion of education.

Poor families would vary their households’ resources by seeking child manpower for non-payable works contributing to the survival of the family. Plus parents are poor, plus it will be difficult for them to get school fees, even though education is currently declared free, there are additional school estimated costs from transport, lunch and school materials.

NGOs may do their best to stay connected with partners, identify children out of school from poorer families, create clubs for parents fighting against worst forms of child labor, create a vocational professions training center and multiply their antennas.

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69 For example, national antennas of SIPETRA.
CONCLUSION

In writing our report entitled: « THE WORST FORMS OF CHILD LABOR: A CHALLENGE TO THE EDUCATION FOR ALL POLICY IN RWANDA », we had the objective of exposing school dropout cases, their causes, the worst forms of child labor facing children having abandoned school, their repercussions on the education for all policy, the state of interventions made and measures taken or measures to be taken for preventing the phenomenon and reintegration children, victims of the worst forms of child labor.

During our research, we have checked data from the concerned institutions. We made also interviews with different individuals to collect views about living conditions of children having abandoned school engaged in the worst forms of child labor.

At the debut, we bore in mind analyzing the situation through which the worst forms of child labor may be a challenge to the education for all policy in Rwanda.

We showed the way that the worst forms of child labor are the final destination of children having abandoned school as the only one choice for their survival because their families suffer from family based problems such as extreme poverty which deprives them decent possibilities for regularly attending class.

We have identified that there exist alarming school drop out cases. Over the whole year of 2012 and even before, the situation of drop out cases was so increasing in Rwanda in general and in the primary schools visited despite the Government’s deployed efforts in taking back to school children having abandoned school.

Regarding the occupations of children having abandoned school, we pointed out that those children are engaged in the works similar to the worst forms of child labor in mines, quarries, plantations and at the trading centers, etc. These works have the negative effect on the children’s education as well as on their growing processes.

Finally, we brought to light the causes for school drop outs then assessing the state of interventions and recalling measures taken or to be taken against the phenomenon, we detailed causes stated by various interviewed individuals. We also recalled the achievements and weaknesses of each participant to end with proposing possible remedies.
Ending our report, we can firmly consent with the confirmation of the object of our research. The worst forms of child labor are a challenge to the education for all policy in Rwanda. As it is indicated through all of approaches used, children engage themselves in the worst forms of child labor just after they desert school. And this is lived not only in the sampled visited areas during our research but also all over the country. They hence constitute a harmful effect on the education for all policy in Rwanda. In fact, we had been calling all of participants for efficiently and effectively reacting against the increasing phenomenon at the right time.

We can no longer assume having deeply studied the phenomenon. Therefore, we propose a further research on the following issue: « What should be done to completely eradicate the worst forms of child labor to significantly promote education for all in Rwanda? ». 
ANNEXES
ANNEX 1: INSTRUMENTS DE COLLECTE DE DONNEES

SYNDICAT INTERPROFESSIONNEL DE PROTECTION DES ENFANTS TRAVAILLEURS (SIPETRA)

Ingingo ngenderwaho mu kuganira no 6

1. Itariki :
2. Amazina :
3. Igitsina :
4. Se :
5. Nyina :
6. Umwaka yavutsemo :
7. Urwe go arerwamwo (umwana ubana n’ababyeyi be, ubana n’umubyeyi umwe, imfubyi irerwa, umwana wibana):
8. Umwaka yaterewe ishuri :
9. Ni ikihe gihembwe yatereyemo ishuri:
10. Impamvu yatumye ata ishuri:
11. Yumva se ashaka kugaruka mu shuri :
12. Niba ashaka kugaruka mu ishuri yaba ari iyihe mpamvu :
13. Aramutse ashaka kugaruka mu shuri ni iki abona cyamufasha kubasha gukomeza kwiga?
14. Ese ubu igihe atari ku ishuri akora iki?
15. Niba ari umwana ukorera umushahara:
   - Yabonye akazi ate?
   - Ahembwa angahe?
   - Ayakoresha ate?
   - Yishimiye akazi ke?
   - Niba ari yego, ni iyihe mpamvu?
   - Niba ari oya ni iyihe mpamvu?
17. Yaba yarigeze kumva za ONG zifasha abana gukurikira ishuri ?
18. Niba ari yego aba ariwe cyangwa ababyeyi be bigeze kuzitabaza ngo zibafashe?
19. Iwabo bafite abana bangache ?
20. Abiga ni bangache
SYNDICAT INTERPROFESSIONNEL DE PROTECTION DES ENFANTS TRAVAILLEURS (SIPETRA)

Ingingo ngenderwaho mu kuganira No 7

USHINZWE UBUREZI MU MURENGE

1. Tariki :
2. Umurenge:
3. Amazina y’uwo tuvuganye:
4. Mu rwego rwo kugirango buri mwana yige amashuri abanza mubona hari izihe mbogamizi ?
5. Haba hakorwa iki mu kuzicyemura ?
6. Haba hari mu murenge za ONG zita ku burezi bw`ibanze ?
7. Zaba zifasha mu byerekeye iki ?
8. Ikigega cyita ku burezi cyaba kifashe gute? Cyaba gifasha abahe bana?
9. Ni izihe za ONG zifasha muri rusange abana bari mu kaga (enfants en situation difficile) mu Murenge ?
10. Imirimo mibi ikoreshwa abana yaba yifashe ite mu mu murenge?

SYNDICAT INTERPROFESSIONNEL DE PROTECTION DES ENFANTS TRAVAILLEURS (SIPETRA)

Ingingo ngenderwaho mu kuganira No 8

IKIGO CY’AMASHURI

1. Izina naho gihereye ?
2. Amazina y’uwo tuvuganye n’icyo akora :
3. Mubona ari zihe mbogamizi zituma abana batiga neza (guta ishuri, gusiba, n’ibindi) ?
4. Mugerageza kuzicyemura gute ?
5. Mubona muri rusange hakorwa iki ?
6. Mubona muri rusange gahunda y’ubrezi kuri bose byibura ubwibanze yagerwaho gute ? Yaba ifite izihe mbogamizi ?
7. Ese agahimbaza muskyi gatangwa gute ?
8. Mubona imirimo mibi ikoreshwa abana yifashe ite muri uyu murenge ?
9. Ingaruka zayo muzibona gute mu rwego rw`uburezi?
10. Mu rwego rw`uburezi bw`abana babaye kurusha abandi, mubaye woherereza ubutumwa Leta, wayibwira iki?
SYNDICAT INTERPROFESSIONNEL DE PROTECTION DES ENFANTS TRAVAILLEURS (SIPETRA)

Ingingo ngenderwaho mu kuganira No 9
ONGS

1. Izina rya ONG:
2. Amazina y’uwo tuvuganye?
3. Mwatangiywe gukorera muri uyu murenge ryari?
4. Mufasha abana bari muri ruhe rwego?
5. Mukorera hehe?
6. Mumaze gufasha abana bangahé mu rwego rw’uburezi?
7. Mubafashisha iki cyane cyane mu rwego rw’uburezi bw’ibanze?
8. Ni izihe nzitizi muhura nazo?
9. Isomo mumaze gukura muri iki gikorwa cyo gufasha abana mu rwego rw’uburezi ni irihe?
10. Mu rwego rw’uburezi bw’abana babaye kurusha kurusha abandi, mubaye woherereza ubutumwa Leta, wayibwira iki?

SYNDICAT INTERPROFESSIONNEL DE PROTECTION DES ENFANTS TRAVAILLEURS (SIPETRA)

Ingingo ngenderwaho mu kuganira No 10
ABABYEYI B’UMWANA

1. Amazina y’uwo tuvuganye :
2. Uko ateye (abana n’uwo bashakanye, umupfakazi)
3. Umudugudu, akagari, umurenge, akarere:
4. Mufite abana bangahé?
5. Abakobwa ni bangahé?
6. Abageze igihe cy’ishuri ni bangahé?
7. Abiga ni bangahé?
8. Ni iki mukuraho ifaranga?
9. Abana bagufasha mu yihe mirimo?
10. Abana bakuru bagufasha gute mu burere bw’abana bato?
11. Ni izihe ngorane mugira zo gushyira abana mu ishuri?
12. Hari isambu mufite?
13. Inzu mubamo ni iyanyu?
14. Ingorane mufite muri rusange ni izihe?
15. Hari ONG zigeze kubafasha mu rwego rw’uburezi?
16. Hari ONG zigeze kubafasha mu bdingi bibazo?
17. Mu rwego rw’uburezi bw’abana babaye kurusha abandi, mubaye woherereza ubutumwa Leta, wayibwira iki?
SYNDICAT INTERPROFESSIONNEL DE PROTECTION DES ENFANTS TRAVAILLEURS (SIPETRA)

Ingingo ngenderwaho mu kuganira No 11

1. Ese mu murenge wayu haba hari imirimo mibi ikoreshwa abana?
2. Niba waragiye aho ikorerwa waba warahabonye nk’abana bari mu nsi y’imyaka 18 bangae?
3. Waba warabonye harimo n’abakobwa?
4. Muri rusange kubaza ku murenge niba haba hariho gahunda zo kurwanya imirimo mibi ikoreshwa abana n’ibikorwa muri urwo rwego.

Icyotonderwa

1. Umwana ni umuntu utarageza ku myaka 18 y’amavuko
2. Imirimo mibi ikoreshwa abana igizwe:
   a) Gucuruzwa mu buraya
   b) Gukoreshwa mu gucuruza urumogi
   c) Imirimo y’agahato
   d) Gukoreshwa muri Forode
   e) Imirimo y’ubucukuzi bw’amabuye y’agaciro
   f) Imirimo umwana akoreshwa n’abandi bantú kuva ku myaka 16 y’amavuko kujya hasi
   g) Imirimo yose irenze ububshobozi bw’umwana
   h) Imirimo yose ishobora kumwanduriza umuco n’uburere
   i) Imirimo yose niyo yaba ayikorera ababyeyi be imubuze kwiga.
SYNDICAT INTERPROFESSIONNEL DE PROTECTION DES ENFANTS TRAVAILLEURS (SIPETRA)

Guide d'entretien avec des Organisations internationales

1. Dénomination de l’Organisation:
2. Nom de la personne contactée et ses contacts (e-mail et téléphone)?
3. Domaines d’intervention ?
4. Situation des enfants victimes des pires formes de travail des enfants (Etat du problème, causes, efficacité des mesures actuelles, stratégies appropriées, etc. ?
5. Interventions en faveur des enfants victimes des pires formes de travail des enfants avec l’appui de l’Organisation?
   5.1. Réalisés dans le passé (Institutions tant publiques que privées et ONGs appuyées et dans quel domaine, fonds, enfants retirés, etc.)
   5.2. En cours (Institutions tant publiques que privées et ONGs appuyées et dans quel domaine, fonds, enfants retirés, etc.)
   5.3. Envisagées dans le futur (Institutions tant publiques que privées et ONGs à appuyer et dans quel domaine, fonds, etc.)
6. Collaboration avec le Gouvernement, les employeurs, les syndicats?
7. Avis sur l’expérience des intervenants nationaux (Gouvernement, ONGs)?
8. Avis sur la stratégie de retrait des enfants victimes par l’éducation?
9. Leçons apprises?
10. Avis s’il fallait conseiller le Gouvernement rwandais dans la lutte contre les pires formes de travail des enfants?
11. Un autre avis ?

Date :

Merci.
SYNDICAT INTERPROFESSIONNEL DE PROTECTION DES ENFANTS TRAVAILLEURS (SIPETRA) et la Fédération Syndicale COSYLI

Guide d’entretien avec des Organisations ou ONG internationales

Thème: Pires formes de travail des enfants et l’éducation pour tous’’

1. Dénomination de l’Organisation:
2. Nom de la personne contactée et ses contacts (e-mail et téléphone)?
3. Domaines d’intervention ?
4. Interventions en faveur des enfants victimes des pires formes de travail des enfants par ou avec l’appui de l’Organisation (endroits, domaine, fonds Etat du problème, efficacité des mesures, stratégies, enfants retirés, etc.)?
   4.1. Réalisés dans le passé
   4.2. En cours
   4.3. Envisagées dans le futur
5. Quel genre de collaboration avec le Gouvernement, les employeurs, les syndicats, les autres ONG et autres?
6. Que pensez-vous de l’expérience ou du « Know how » des intervenants nationaux (Gouvernement, autres ONGs, etc.)?
7. Avis sur la stratégie de retrait des enfants victimes de pires formes de travail des enfants par l’éducation (ses forces et ses limites) dans le contexte rwandais ou de l’endroit où vous avez opéré ou opérez?
8. Leçons apprises?
9. Quel serait votre conseil au Gouvernement rwandais si on vous le demandait en matière de lutte contre les pires formes de travail des enfants et eu égard au contexte actuel?
10. Auriez-vous un autre avis ?
ANNEXE 2:

MAPPING VISITED AREAS ON THE MAP OF RWANDA