

REPORT
ON
THE RAPID ASSESSMENT STUDY ON CHILD LABOUR IN
SELECTED COFFEE AND TEA PLANTATIONS IN
ETHIOPIA

ETHIOPIAN EMPLOYERS' FEDERATION

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ACRONYMS

CRC	Convention on the Rights of the Child
EEF	Ethiopian Employer's Federation
GDP	Gross Domestic Product
ILO	International Labour Office
KG	Kindergarten
MOLSA	Ministry of Labour and Social Affairs
NGO	Non-Government Organizations
SPSS	Statistical Package for Social Sciences
WFCL	The Worst Forms of Child Labour

DEFINITION OF AMHARIC TERMS

Belg	Period of small rains
Chat	Leafy shrub that has psychotropic qualities when chewed
Idir	A welfare association to help defray the cost of funerals
Kebele	Urban/rural Dwellers Association
Kiremt	Rainy season
Woreda	District

EXECUTIVE SUMMARY

The objective of the study is to assess the child labour situation in selected tea and coffee plantations around the neighbourhood of Jimma town by identifying and describing the conditions and characteristics, causes and consequences of child labour.

Coverage and Methodology of Data Collection

The sample population of the study was 25 child labourers in each of the five plantations, totaling 126 child labourers and 66 other participants selected from the farm management (18), trade union members (6), teachers of the schools on or near the plantations (18), parents (12), and elders (12) of the farm community. The study areas consist of four coffee and two tea plantations. They cover a total of 21 359 hectares of land. The study areas are Limmu Kossa, Limmu Sunthu, Bebeke, Teppi coffee plantations, and Gumero as well as Wushwish tea plantations. However, the data for Wushwish plantation are not included in the study report.

A purposive sampling technique was employed. The instrument of data collection contains literature review, structured and non-structured questionnaires, focus group discussions, case studies and key informants.

Findings of the Rapid Assessment Study

It is estimated that there are between 826 – 1080 child labourers in the six plantations studied. Almost a third of the children interviewed labour on the farm full time while the rest labour on the farm and go to school. Their work on the farm is bound to have a negative effect on their education as the work detracts them from their valuable study time. Neither the managers of the plantations nor the parents of the children labouring on the farm have any exit strategy for the children engaged in child labour because parents want their children to supplement their household income.

Three-quarters of the interviewed children's parents are both alive and that 65.5% of them work on the plantations. Furthermore, an overwhelming majority of the children who do not work full time live with their parents or relatives on the plantations. The average parents' income is birr 168/month. The average family size is about six and more than a quarter of the parents is not literate. No child whose parents hold technical, secretarial or managerial position is engaged in child labour.

There were more female child labourers than males. The study finding revealed that the majority of children (60%) ranged from 15-17 years of age and 40% were less than or equal to fourteen years of age. The average age of the children interviewed is 14.7 years.

Most of the children (62.7%) interviewed are attending school. Those children who attained grades below five constitute 31% whereas those between grades 4 and 8

constitute 62.8%. Thus, there is a high literacy level among the interviewed children on the plantations.

It is interesting to note that 88% of the children interviewed stopped schooling as a result of poverty of their family, while 84.6 % of those who discontinued their education were unable to return to school because of weak economic conditions of their parents.

Most children are attending school and work on the farm. The shift systems in most of the schools near or on the farm have facilitated this action. Asked about the effect of the work on the farm on their education more than half responded reported that the work has no effect on their studies while about 24% of them confirmed that it shares their time for study.

The majority of children working on the farm (more than 63%) are either the children of farm workers or the children of the farmers residing near the plantations.

The average family size of the interviewed children is 5.7 members. The average family income of the interviewed children is birr 179/month. About 45% and 70.6% of the interviewed children reported that they give their income to their parents and use it to buy clothes for themselves respectively.

Practically all children are engaged in picking/plucking coffee/tea and a good number of children are engaged in fertilizer distribution and application in both the coffee and tea plantations. All employees are unionized except those who are seasonal workers. Health and safety on the plantations are much to be desired. The plantations do not provide protection such as boots and hats.

The majority of child workers' parents (63.5%) work on the farm and the overwhelming majority of the children live with their parents or relatives. The rest live either alone in a group or with relatives.

The poorer the family the more its children were prone to child labour activities. Nearly half of the children reported that the father is the breadwinner of the family while 29% reported both the father and the mother are the breadwinners. On the other hand, close to 13% of the children interviewed had their mothers as the only breadwinners of the family.

More than 41.3% of the parents of the children have no asset whatsoever and that 56.3% of the parents of the children are "poorer than others in their community".

About 64.3% of the children interviewed reported that the quality of their current life is "better" when they compare it with that before working on the farm, while 23% of them reported that the quality of life "remained the same" as before.

The plantations do not provide special tools for child labourers. The children identified risks such as snake and insect bites, thorns, carrying heavy weights and constant exposure

to hostile weather conditions. They also reported fatigue because of working long hours and many days a week.

These findings show that the worst forms of child labour do exist on the plantations.

The mode of payment on the plantations is monetary. Adults and children are paid the same rate based on a piece rate. There is no gender-segregated payment. There have never been any delays on wage payment every month.

The study findings revealed that the average age of the interviewed children when they first started work on the farm is 11.8 years. The majority (75%) of the interviewed children started work on the plantations between the ages of 10-14 years while the average number of years of service on the farm is three.

The main sources of child labour are children of the farm workers, children recruited by campaign from traditionally labour surplus zones in the country and schools on or near the plantations. The children interviewed also think that they are better off than the non-working children living on the plantations.

The causes of child labour are reported to be poverty of the family, large family size, and low earning power of the families. The overwhelming majority of children are not aware of the rights of the child. It is estimated that 3-4% of the temporary workers are child labourers.

Recommendations

In view of the findings above, the recommendations of the study include the following:

1. Plantation community level:

- Poverty alleviation schemes such as the creation of credit association by the trade union on the plantation; awareness creation of workers on the plantation on the importance of family planning; and the provision of land on or near plantation for food cultivation for the plantation community.
- Organizing a programme for parents on the plantation on rearing good families

2. Plantation level:

- The provision of protection of child labourers against snake, insect bites etc.
- Organizing programmes for raising awareness for the plantation community: managers, supervisors, trade union leaders, teachers, headmasters of schools, community leaders and parents on child rights and national laws on issues of child and women issues

3. National Level

- Establishment of mobile child focal points on large plantations
- Provision of information, best practices on combating child labour, advise and support for all plantations and involvement in direct action to assist child labourers and their vulnerable families.

- Advocacy for child-friendly clauses in collective agreement negotiations on plantations
- Organizing a general meeting of major employers on child labour issues to combat the worst forms of child labour
- Establishing a child education fund
- Mobilization of NGOs, and civil societies to forge a partnership with government and local communities to effectively deal with the problem of child labour.

4. School Level:

Rehabilitation and improvement of infrastructure of schools on or near the plantations

REPORT ON RAPID ASSESSMENT ON CHILD LABOUR IN SELECTED COFFEE AND TEA PLANTATIONS IN ETHIOPIA

1. INTRODUCTION

Child labour is a wide spread phenomenon in the developing world. Despite existing UN Convention on the Rights of the Child (1989), the practice still continues unabated. Children are engaged in all forms of paid work, in factories, commercial as well as subsistence agriculture, service industries, shops, market places and in household chores. Many studies cite as the root cause chronic poverty, broken home, irrelevant school system, and unemployment in the formal and informal sectors. Many of these children have neither access to education nor have adequate remuneration, satisfactory working and living conditions. They are not protected from the most harmful and exploitative practices. They work under extreme conditions, which constrain their holistic development (Bequele and Myers).

The ILO estimates that there are around 211 million children aged between 5-14 working world wide (ILO, 2002). More than 50% of these are estimated to work in the worst forms of child labour (Geneva NGO Group for CRC, 1995). These figures are inadequate and remain to be an estimate because traditional national statistics does not capture working children, especially girls, in invisible activities. According to the 2001 Child Survey Report, 91% of the children in Ethiopia were engaged in agriculture related activities. In the rural areas, close to 94% of these children were 5-14 years old.

Children (and so are women) are society's most vulnerable section of society in Ethiopia as in other developing countries. Their work are likely to expose them to exploitation and verbal, physical and sexual abuses at their tender age when the need for utmost care and protection by adults. Many of the paid activities, which they engage in, violate many of the basic provisions of the UN Conventions of the Rights of the Child, which Ethiopia has ratified. The Convention provides a set of universally accepted standards for their well being and provides a legal framework which society can use to their progress in the protection, survival and development of children. Nevertheless, these rights appear to be a distant goal and unachievable for the working child, because first, working children are not aware of them, and secondly, they are not enforceable. Furthermore, the society is woefully unaware of the ills and woes of child labour, especially in agriculture.

Child labourers in Ethiopia are found to some extent in all sectors of economic activity. However, it is in the agricultural sector that child labour is the most widespread because agricultural work is the traditional domain of children in Ethiopia.. Studies in other developing countries (for instance, Goonesekere, 1993) reveal that child labour often assumes serious proportions in commercial agriculture such as coffee and sugar plantations. It is known that children who are deployed outside domestic work, for instance, in factories and agriculture, are not normally beneficiaries of the traditional rights and privileges that are extended to adult workers. The Child labour environment in agriculture has also special characteristics. Children are toiling in places far from their homes cut off from their family and friends. The working conditions are not attractive. They work under strict and cruel supervision. During the land preparation and harvest seasons children work long and hard all day

long. The burden of their labour is such that there is little time for rest or recreation and may necessitate the dropping out of school. They are also vulnerable to heat and to exhaustion. It is clear that the more poverty-stricken the agricultural areas, the poorer the working conditions of the child labourers.

Children perform many agricultural tasks without any or very little training, and are exposed to poisoning from chemicals. Such an occupation could contribute to some injury or even death of children. Furthermore, many of the children are not aware of the presence of chemicals in their work environment. These and other state of the art considerations will probably tend to result in a feeling of frustration and thus children tend to grow in an atmosphere devoid of basic trust (UNICEF,1993), develop a sense of hopelessness, low self-esteem, and inferiority complex.

Despite the fact that Ethiopian Labour Proclamation No. 64 of 1975 expressly prohibits the employment of children less than 14 years of age, it is known that many children between the ages of 5 and 14 take some form of agricultural work for various socio-economic reasons. Furthermore, child abuse practices are not only prevalent in the agriculture sector and at the work place but also individuals and families indulge in one form or another of child abuses (Haile Gabriel and Abiy Kifle, 1998).

Some studies on child labour have been undertaken in many sectors in Ethiopia to assess the cause, consequences, and extent of child labour in Ethiopia. However, these studies, which the consultant is aware of, focus only on the formal and informal industrial sectors as well as the domestic employment with little or no adequate coverage of the commercial agriculture sector (for example, see Seyoum, 2000, Tirussew et al, 1999, Dawit G., 1995, Abiy Kifle, 2002). Thus, the need for commissioning of the present study on child commercial agriculture labour in the neighbourhood of Jimma town, to supplement the current knowledge base on the characteristics, causes, and consequences of child labour as well as their working and living conditions.

Definition of Child labour

There is no universally accepted definition of "child labor". Varying definitions of the term are used by international organizations, non-governmental organizations, trade unions and other interest groups. For instance, International Conventions adopted by the United Nations and the International Labor Organization define "child" as anyone below the age of 18, and "child labor" as some types of work performed by children below age 18. And yet ILO conventions variously define the appropriate minimum age of work as age 15 or under 14 in developing nations; while, in another convention, the definition of the "worst" forms of work applies to all children under age 18. ." International organizations such as UNICEF, and some social scientists make a distinction between "child work" (not objectionable) and "child labor" (objectionable).

For the purpose of this study by **child labour** we mean work for children under age 18 that in some way harms or exploits them physically, mentally, morally, is injurious to their health, safety and development or prevents them from education.

2. OBJECTIVES OF THE STUDY

The objective of the study is to assess the child labour situation in the selected project area by identifying and describing the characteristics, causes and consequences of child labour in selected tea and coffee plantations around the neighbourhood of Jimma town, using a rapid assessment method, in order to

- (a) have a preliminary understanding of the conditions of child labour in commercial agriculture;
- (b) provide insight into the problems and nature of child labour; and
- (c) provide a relatively complete and reliable picture of the situation of child labour in commercial agriculture, focusing on the magnitude, characteristics, causes, and consequences of the worst forms of child labour (WFCL) as well as the pathways that lead children to the WFCL.

3. THE STUDY AREA

Jimma Zone, which comprises Limmu Kossa and Limmu Sunthu coffee plantations, has a population of approximately 2.2 Million. The area receives an annual rainfall in the range of 1,200-2,800 mm and the rainy season extends from February to November. The altitude of the area is 1400-1900 meters. The area is suitable for growing coffee, cereals, pulses, and root and fruit crops. The highlands and the swampy areas grow maize and barley as a *belg* season crops using residual moisture in the depressions. Despite considerable deforestation in recent years, 27% of the total area of Jimma Zone remains forested (natural, artificial, shrubs and bushes). Moreover, Potassium and sodium nitrates are mined in Jimma Zone.

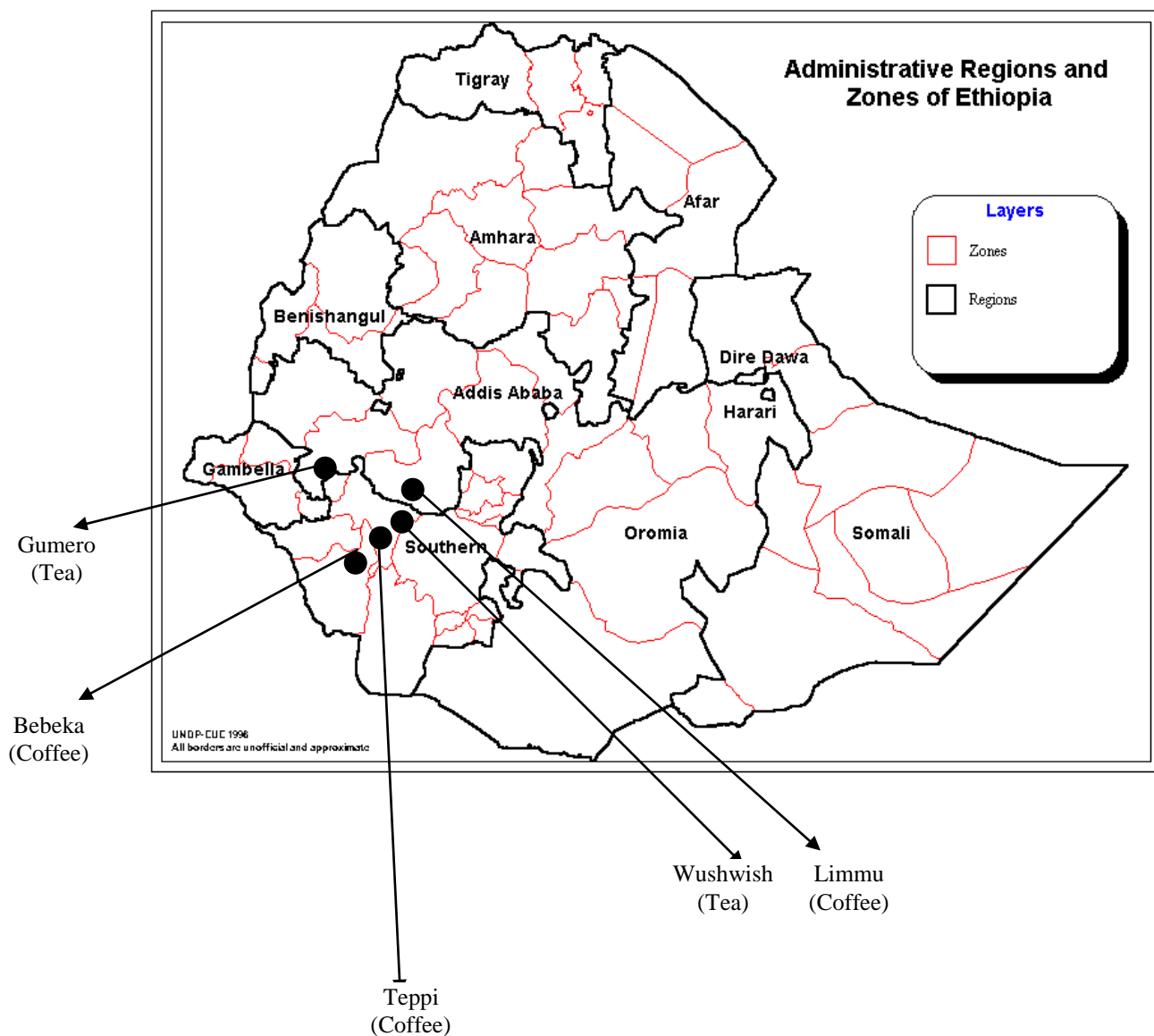
Jimma was the capital of the old Kaffa province. The Bench Maji and Keficho and Shekicho zones which comprise Bebeke and Teppi Plantations are areas of Ethiopia's largest producer of coffee, the most important cash crop for Ethiopia. Jimma is situated in about 335 km south west of Addis Ababa. The name coffee is even alleged to be derived from the "Kaffa" after the discovery of coffee in this region and later became known to the world. Hence, Kaffa is known as the botanical homeland of coffee.

Jimma is the commercial centre for a coffee-producing areas such as Limmu kossa and Limmu Sunthu and many others and was once the heart of the famous Kingdom, the kingdom of Jimma Abba Jiffar, established about 1830, was the largest and most powerful of five monarchies formed by the Oromo in the Gibe region of south western Ethiopia. The palace of Abba Jiffar still exists in Jimma. An Agricultural and Medical higher education institutions are also located in Jimma city.

The two Zones of Bencch maji and keficho and Shekicho , which are now part of the SNNPR, is one of the richest regions in the country with its diverse languages, cultures, religions and traditions that coexisted for centuries. They are mainly an agricultural region with the chief crops being Maize, Sorghum and Teff. Fruits, Banana and Pineapples are also important.

Illubabor Zone, which comprises Gumero Tea Plantation, is one of the more densely forested areas, and has a total population of 847,047. The altitude of the tea plantation is 1300 – 1900 meters. The major crops grown are: maize, teff, sorghum, barley, wheat, pulses and coffee. The main season of kiremt rains usually commence at the end of March and last until October.

THE STUDY AREAS



Honey production is one of the more important sources of local earnings in the Zones of Jimma, Illubabor, Bench-Maji, and Keficho-Shekich. These four Zones share many similarities in their agro-ecological conditions, cropping systems, vegetation types and climatic conditions. Both zones were and are among the more prosperous zones in the country, contributing significantly to national food security and the economy.

The incidence of Malaria and Relapsing Fever affected farmers and greatly reduced their capacity to carry out their normal agricultural activities on time. As a result of such sicknesses, many farmers failed to plant any main season crops.

In the 1980s, as part of an effort to increase production and to improve the cultivation and harvesting of coffee, the previous government nationalized the private commercial coffee and tea farms and created the Ministry of Coffee and Tea Development, which was responsible for production and marketing.

Tea is a relatively new commodity for Ethiopia. Although substantial areas in the western part of the country are suitable for tea production, according to the general manager of Gumero tea plantation, trial plantings were first conducted in the 1930's and only since 1978 has tea been planted on a significant scale as a result of nationalization of private tea plantations in both Gumero and Wushwish plantations by the former government. The plantations have now re-privatized. There are currently roughly 2100 hectares of tea growing in Ethiopia, almost exclusively on two large, previously state-owned plantations at Wushwish and Gumero. Currently, Wushwish, is Ethiopia's largest tea plantation.

The result of a study sponsored by the Addis Tire Company and the Food and Agricultural Organization (FAO) of the United Nation confirmed that the local conditions around Bebeke coffee plantation in SNNPR is also suitable for the production of high quality rubber (The Ethiopian Herald, June 23, 2003). It was recommended to create two rubber plantations on a 2,000 and 3,000-hectare lots in the area. It is believed that these two plantations alone could save the country five million Dollars per year that it would otherwise spend to import rubber. In addition the growth of rubber plantations and processing plants is expected to make significant contribution in the reduction of poverty in rural communities by creating jobs and income.

4. THE AGRICULTURAL ECONOMY OF ETHIOPIA

The Ethiopian economy is predominantly peasant agriculture where productivity is very low, providing 85% of the total employment and 90% of total revenue. The Agricultural sector is the main stay of the rural people. It accounts for 45% of GDP, and 60% of exports (World Bank, March 1990).

Coffee is the single most important item of export for which the country depends. It is critical to the Ethiopian economy, providing 35% of the country's export of some \$156 million in 2002, but historically low prices have seen some farmers switching to chat to supplement income. The export of tea is a new comer to the Ethiopian export market. The two important tea plantations, Gumero and Wushwish, are now planning 60% of their products to be geared for export.

Ethiopia has never been self sufficient in food due, besides periodic droughts, other aspects such as lack of modern methods of cultivation and lack of seeds, drought animals and farming tools.

5. BACKGROUND AND LITERATURE REVIEW

Child labour is rampant in Ethiopia and its children are generally working- children, despite laws and regulations that prohibit children from engaging in exploitative work detrimental to their physical, mental and social development.

Children play a major role in economic development in Ethiopia, especially in the rural areas. A child works along his/her parents as a means of the socialization process.

The Ethiopia Child Labour Survey 2001 shows that child workers are present in almost all the sectors of the economy with the exception of mining and quarry. The agriculture sector accounted for 91% of the child workers, followed by services 2.9%. According to the Report 49.0% of the total population 5 -14 years olds was found to be economically active. Furthermore, about 41% of the child labour force belonged to 5-9 age group about 40% belong to 10-14 age group, and the rest to the 5-17age group.

The same survey also shows that about 34% of the total child population of the country is engaged in some work activities in addition to attending school. Among the children that work and go to school, 34% of the children's schoolwork is affected by the work they are engaged in. The report further revealed that children started work as early as six years of age and they constitute about 39% of the total-working children. Furthermore, 30% of the working children aged 5-9 work more than 40 hours/week while approximately 35% of 10-17 years of age work more than 49 hours/week.

Ethiopia is genuinely concerned about improving the livelihood of its children. The government has endorsed various international legal instruments relating to child rights, including Convention on the Rights of a Child. Furthermore, the country's Constitution has adequate provisions for the protection of children. The labour proclamation of Ethiopia (42/93) stipulates that organizations are not allowed to employ children below the age of 14 and that employment of young workers between 14 and 18 years of age is subject to certain conditions such as a maximum of seven working hours per day, prohibition of overtime work, night work and provision of weekly rest and public holidays.

The same law also requires MOLSA to legally prescribe lists of dangerous operations that are detrimental to the health of child labourers. The Government has ratified the Minimum age (No.138), which states the minimum age for employment should not be less than 14 years. It has also ratified Convention 182 on the Worst Forms of Child Labour in 2003. Ethiopia is also currently deliberating on possible ratification of the Charter of the rights and Welfare of the African Child.

The government has established a National Child Labour Forum. The Forum is chaired by MOLSA and consists of indigenous and international NGOs, Government ministries, trade union and employer's federations. The establishment of the Forum is recognition of the gravity of child labour situation and the need for a concerted effort to address the issue. The purpose of the Forum is to tackle child labour and advise the

government on policy initiation and implementation. To date, however, the forum has not been effective since it has not obtained a legal status as an official body. It mainly acts as a forum for networking and exchange of ideas. As a result, there is no policy and an official strategy on child labour. There is also no corresponding plan of action to undertake viable activities that require a concerted approach by all the stakeholders. Such plans of actions have yet to be devised to deal with child labour.

Another constraint to effectively combating child labour in Ethiopia is the prevailing inadequate financial and human resources. Institutional capacity building is vital to ensure effective programme implementation and supervision. This is hampered due to lack of funds.

6: RESEARCH METHODOLOGY

6.1. Approach and Methodology

As the study used a Rapid Assessment Methodology, the research was limited to interviews, informal discussions, focus group discussion, and daily log preparation as well as case studies of three selected child labourers from the sample population.

6.2 Identifying location where Children work on the farm

The study population consists of six plantations; four coffee plantations (Limmu Kossa, Limmu Sunthu, Bebeka and Teppi) and two tea plantations (Gumero and Wushwish) in Oromiya and SNNPR regions.

The team of researchers conducted a preliminary survey (reconnaissance) of each of the selected study areas to have some feeling on how the variety of activities on the farm are performed to gain insight into the different tasks performed on the farm.

The preparation stage thus consisted of visits and discussions with the management of each plantation. The information gathered served as part of the sensitization activities of the team of researchers.

Prior to the commencement of fieldwork, the team members had a thorough training on the objectives of the study and all aspects of the fieldwork, including interview skills, observation techniques etc.

6.3 Sample Selection

Although child labour exploitation is punishable by law, all the managers of each plantation, except Wushwish, were highly cooperative even though the level of cooperation varies from one plantation to another. The team of researchers got the highest cooperation from the general managers of Kossa and Teppi.

From each targeted plantation some weighing centres¹, depending upon the plantation management, were purposely selected for their high concentration of child labourers. The sample population could not be selected by random probability sampling. It is not possible to do so because the population of child labourers on each particular farm is

¹ A weighing Center is a place where plantation workers take their picked/plucked red coffee beans/green tea leaves, get them inspected, weigh, register the weight against their names, and hand their harvests twice a day; one at around noon and the other at about 5.30 P.M. every working day.

not precisely known. Instead, a purposeful sampling technique was employed. Accordingly, a child who comes to the weighing centre was selected for an interview after the management of the plantation granted permission. On some plantation, the researchers also visited the picking/plucking sub-farms of the plantations and selected children for an interview, as they were picking/plucking coffee/tea. Since the researchers have taken the children from their work for a thirty minutes interview, they were paid some money to compensate for the lost time. When they finished the interview after some thirty minutes, they went back to their work.

6.4 Instruments of Data Collection

6.4.1 Literature Review

The team of researchers reviewed the background literature on child labour on plantations and examined all relevant national and ILO legislation on child labour as well as penal codes of Ethiopia. The team also examined critically the National Child Labour Survey Report of 2001, population census reports, and study reports by local NGOs and other agencies that have a concern on child labour.

6.4.2 Design of Questionnaires

Both structured and unstructured questionnaire were designed and administered to the sample population. In designing the structured questionnaire, an attempt was made to ensure compatibility between items of previous scientific studies on the subject of child labour and exploitation so that items will be used for comparative analysis and to monitor the changing trends.

Accordingly, a structured and non-structured questionnaire (FORM 1) was designed and administered to 126 children who were working on the plantations.

Interviews and discussions, using structured and non-structured questionnaire (FORM 2) was also designed and administered to 18 participants, consisting of 1 manager and two supervisors from each plantation; FORM 3 was designed for 18 participants, consisting of one headmaster and two teachers from schools on or near each plantation; FORM 4 was designed for 24 participants, consisting of two parents and elders, selected from edirs or elders in the farm community for each plantation; and FORM 5 was designed for five labour union leaders/representatives from each plantation, making a total of 65 participants. Wushwish data could not be included in the study as the management was very hesitant to reveal the true picture of the conditions of working children on the plantation. The research team was on the farm but was unable to interview children because the management has taken the stand that there is no child labour on Wushwish farm. All the other participants: the manger's representative, the supervisors selected by the management, and the teachers as well as the elders and parents started by saying there is no child labour on the plantation and hence made practically useless the administration of the different forms which was designed on the assumption that there could be child labour on the farm. Therefore, the research team had decided not to consider all the interviews conducted at Wushwish plantation.

The field data were transcribed and organized along themes pertinent to the study of child labour on the plantations. The collected data were verified and edited. Data duly edited and coded were entered into a computer using the statistical package for social sciences (SPSS).

6.4.3 Focus Group Discussion

Focus group of manageable size (4-6) involved different categories, including child labourers, parents, elders, teachers and headmasters of schools, plantation supervisors, selected for their knowledge on child labour on the plantations.

The team leader acted as the moderator of all the focus group discussions and the other team member served as the secretary.

6.4.4 The Daily Activity Log

The researchers also used a Daily Activity Log for each child labourer interviewed as one of its PRA data collection methods.

6.4.4 Case Studies

Finally, the study made an in-depth study of three cases that revealed about the living and working conditions of child labourers. The researchers selected three children among those interviewed who gone through the worst forms of child labour conditions or have vulnerable family that forced them to join child labour on the plantations. The researchers collected additional relevant information through these three cases. They then examined, described, analyzed the information and highlighted the important findings on the conditions of child labour in the report.

6.4.5 Pre-test of the Questionnaires

The structured and non-structured questionnaires as well as focus group checklists were tested in a pilot interview in Limmu Kossa plantation.

6.4.6 Key Informants

The managers and the persons who were seconded by the general manager of the plantations to facilitate the work of the researchers on the plantation were also served as key informants in each plantation. They helped the researchers to identify weighing centres and other sub-farms where children were picking/plucking coffee/tea. The key informants were also used to generate qualitative data on issues of child labour on the farm to supplement the data gathered through structured and non-structured questionnaires.

6.4.7 Target of the Study

The target sample population of the study was 25 child labourers in each of the five plantations; totaling 126 (125+1) child labourers and 65 other participants selected from the farm management, teachers of the schools on near the plantations, elders of the farm community, and parents of child labourers.

The study areas consist of four coffee and two tea plantations. They cover a total of 21 359 hectares of land.

TABLE 1: Coverage of the Study Area

	Area of plantation in hectares	Permanent workers	Temporary workers
Kossa	1 700	882	3 000
Sunthu	2 200	803	2 700

Bebeka	9 113	2125	4 500
Teppi	6 235	1500	10 000
Gumero	8 62	525	2000
Wushwish	1 249	580	4 000

Source: Interview with general managers of the plantations, 2004, N=6

A total of 191 persons were interviewed in the five study sites; 126 children, six managers, 12 supervisors, five labour union leaders, six headmasters, 12 teachers, 12 community leaders, and 12 parents of child labourers.

6.5. Limitations of the Study

Since there is no birth certificate, the ages of the children in the study were based on self-reports and the judgment of the researchers and the facilitators. The ages of the children were not independently verified. Some children have to be turned back for the interview when the researcher thinks they are over aged.

The non-children participants of the study were selected by the management of each plantation and not independently selected by the researchers. All the plantations have roadblocks every fixed kilometer with an armed guard and no one can pass through the roadblock unless one is accompanied by an employee authorized by the general manager of the plantation. Thus the movement of the researchers within the plantations was not entirely free.

The sample size designed for the study was very large for any Rapid Assessment methodology. As a result there was a time constraint to complete all the planned study in each plantation. The plantations are very far apart. At the beginning of the fieldwork, as there was a lot of rain, the plantations were almost inaccessible. This was especially true for the case of Limmu Kossa and Limmu Sunthu plantations.

6.6 DIFFICULTIES ENCOUNTERED

There have not been many problems encountered in the design of the study. However, an unexpected thing occurred when the study team arrived in one of the study areas, Wushwish. The management of the tea plantation obstinately claimed that there is no child labour in the tea plantation and at first did not authorize the research team to interview any farm worker – child or adult.

The administration of the structured and non-structured questionnaires to the designed sample population in each plantation is part and parcel of the research fieldwork. However, the ability to conduct the interview of labouring children freely, smoothly and efficiently is of paramount importance. Any hindrance or disruption that may cause delay during the fieldwork is undesirable as well as unproductive especially with the given short time frame to complete the research work. Having noticed that the management was unwilling to cooperate with the research team, the team decided to take up the challenge to reduce the hindrance by adopting an informal interview method specially designed for the purpose.

The team of the researcher then walked on different directions when students were going home from school. The researchers asked students about the teaching-learning processes in their schools to start discussion. The team members then introduced the topic of children working on the plantation. The team enquired whether students work on the farm during the summer when schools are closed and on weekends. Both

researchers found out that practically all students above grade four work every day during their shifts, weekends and during the summer holidays.

Then the team of researchers requested the general manager to authorize the visit to the different farm plots to have a feeling of the size of the plantations. During the visit the researchers observed many children plucking green tealeaves on the plantation. The researcher head counted those working children on some farm plots who appear to be under 18. The team also learnt from the supervisors the number of workers (adults and children) on the different farm plots on the plantation. This way the study confirmed the existence of child labour on Wushwish plantation and was further able to estimate the number of child labourers on the plantation.

6.7. Composition of the Research Team

The research team consisted of the team leader, the research assistant, and a statistician. The team leader has a rich experience in teaching and research at Addis Ababa University as well as proven experience in carrying out surveys and analyzing and interpreting quantitative and qualitative surveys using SPSS. He has undertaken many studies on issues of child education, rights and labour for UN organizations and for indigenous and international NGOs. The research assistant is a sociologist/social worker and has a rich experience in labour management and survey work; especially in Coffee and Tea Management Corporation and other related fields. The statistician is a team leader in the Planning and Information System Department in the Federal Ministry of Education. She has handled different research data using SPSS and other software applications.

7. NATURE AND EXTENT OF CHILD LABOUR ON COFFEE /TEA PLANTATIONS

7.1 Estimating the Number of Child Labourers on the Farm.

It is not easy to estimate the number of children working on the four coffee and two tea plantations. The number of workers varies from one plantation to another. The number of child labourers also varies from season to season. For instance, picking/plucking season employs a higher number of children than planting or pruning. Managers, supervisors and the labour union representatives of all plantations are hesitant to give an estimate of child labourers. However, visiting many weighing centres and physically counting child laboureres who are lined up to weigh their product and estimating the number of students above grade four who could be involved on the farm-work on part time basis, the number of children labouring on the farm (full time or part time) was estimated to be 3-4% of the temporary work force on all the coffee and on Gumero tea plantation, and 4-5% on tea plantation in Wushwish (Please refer to ANNEX 1 for details). The estimate is true only for the picking/plucking seasons. This means that the number of children working on the coffee and tea plantations during the picking/plucking season could fall within the range indicated in the following Table. The Table indicates that between 800-1100 children can be estimated to be working on the four tea and coffee plantations.

TABLE 2: Estimated Number of Child Labourers on the Farm

No. of temporary Workers	Estimated %	Estimated No. of children Working on the Plantations
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Kossa	2 700	3 - 4	81 - 108
Sunthu	3 000	3 - 4	90 - 120
Bebeka	4 500	3 - 4	135 - 180
Teppi	10 000	3 - 4	300 - 400
Gumero	2 000	3 - 4	60 - 80
Wushwish	4 000	4 - 5	160 - 200

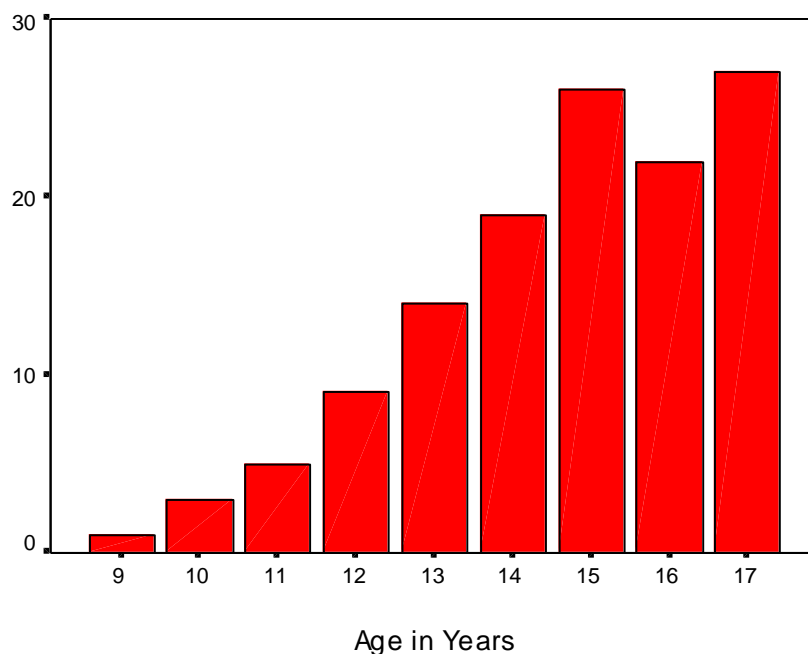
Source: Field observation and estimation, 2004.

The number is unlikely to be smaller than the ones estimated above.

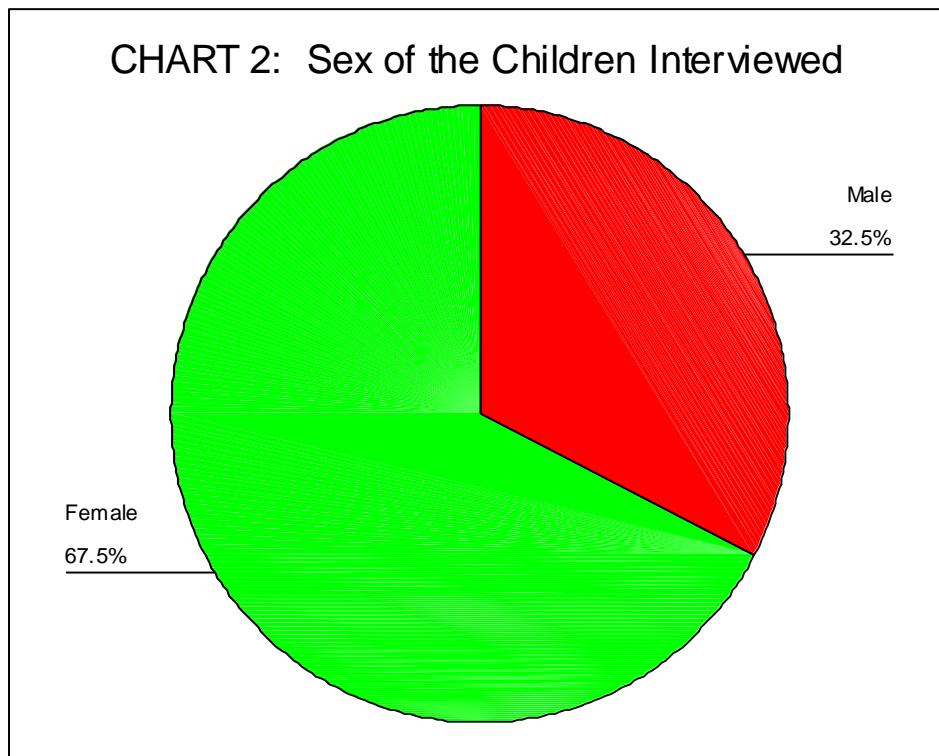
7.2. Age and Gender Distribution

In the study we are interested to find out the age distribution of children labouring on both the coffee and tea plantations because in the study of child labour there is a cut-off point between those who can be considered as being in an exploitative child labour situation or are members of the proper adult work force. Thus, children were asked to reveal their ages and genders. The age and gender of interviewed children varied from plantation to plantation. The study finding revealed that the majority of the interviewed children (60%) ranged from 14-17 years and 40% were less than or equal to fourteen years. The average age of the working-children interviewed is 14.7 years.

CHART 1: AGE IN YEARS



The problem of child labour on the plantations is not limited to boys. The study indicates that there were more female respondents (67.5%) compared to boys who constituted only 32.5%. The lower the age the less the participation of children on the plantations. This is explained by the deliberate policy of the coffee/tea plantations management not to deploy young children on extraneous activities on the farm.



7.3. Education Levels

Education is one of the most important aspects of determining the future of children. This was eloquently described by Bequale and Myers (1995) " the development of intellectual skills is the most substantial investment that modern societies make in their young children, so to deny this investment to children by virtue of their having to work is to marginalize them for life and to impoverish the future of their country".

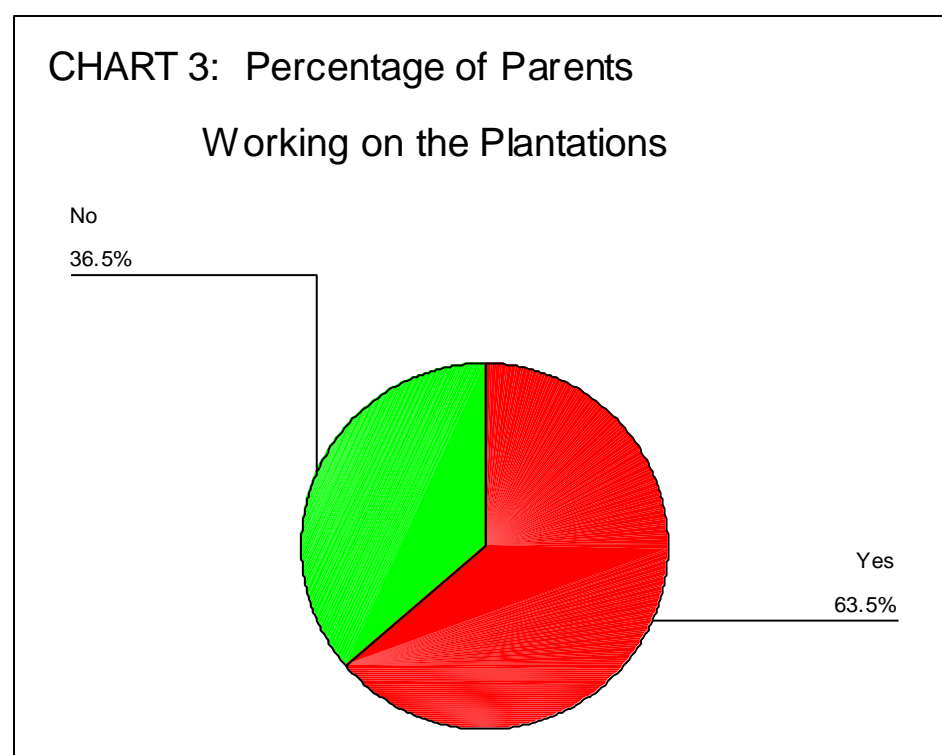
The study has thus investigated to what extent children were denied education by involving themselves in child labour activities on coffee and tea plantations. The study finding revealed that almost a third of the children interviewed work full time on the farm. The rest work during school shifts, weekends, and during their long vacation when school is closed. Thus the majority of the children interviewed were working and also going to school. A few who had completed primary school continued with their education in other town far from the farm. A few continued on wage labour on the coffee and tea plantations whereas very few have migrated to other areas to seek employment opportunities.

Most of the interviewed children (62.7%) interviewed are attending school. Those children who attained grades below four constitute 31% whereas those between grades four and eight constitute 62.8%. Thus there is high literacy level among interviewed children on the plantations. Perhaps this is the result of the effort of the plantations to build KG and schools for the children of the farm workers and the monthly uniform money contributions of the workers to cover the recurrent cost of the schools.

The study findings revealed that as high as 88% of the children interviewed stopped schooling as a result of poverty of their family, while 84.6 % of those who

discontinued their education were unable to return to school because of weak economic conditions of their parents.

Most children are attending school and work on the farm. The shift systems in most of the schools near or on the farm have facilitated this practice. Asked about the effect of the work on the farm on their education more than half (67.1%) responded to have no effect on their studies while about 24.7% of them confirmed that it shares their time for study. Nearly two-thirds of the parents of the children interviewed pay school fees. Since most (63.5%) children's parents work on the farm they pay a fixed amount of money per month for schools on the farm as part of their obligation to the plantation labour union.



The majority of children working on the farm (more than 63%) are either the children of the plantation workers or the children of the farmers residing near the plantations. The ethnicity of the interviewed children varies from plantation to plantation. It is clear that not all children interviewed are indigenous inhabitants of the region/zone.

TABLE 3: Educational Attainment: Grades completed

Grades Completed	Frequency	%
1-4	39	31.0
5-8	56	49.5
9-10	4	3.2
11-12	1	0.8
Total	100	84.5

Source: Interview with working-children, 2004, N=126

CHART 4: Grade Completed

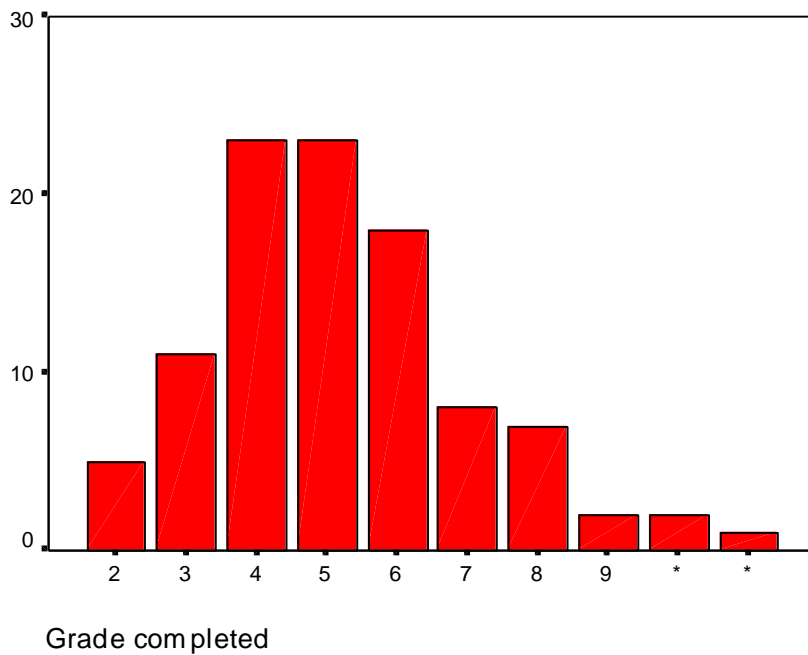


TABLE 4: Current school attendance

Response Category	No. of respondents	%
Yes	79	62.7
No	36	37.3
Total	115	100

Source: Interview with working-children, 2004, N=126

Asked about the effects of child labour on their schooling, the part time working children who also go to school confirmed the following:

- * Share time with their studies 24.7%
- * Encourages more to devote to work than go to school 1.4%
- * Has no effect on schooling 67.1%
- * Late attendance 7.9%
- * Get tired and fail to study 4.8%
- * Others 6.8%

To combat child labour is to fight the denial of children by employers of opportunities for education of children. The reasons why some children are denied the opportunity for schooling is appreciated if one studies the reason supplied by children, the farm management, labour leaders, teachers, the community leaders and parents why children are not attending school. The main reasons are summarized below:

- poverty of parents to help parents
- parents cannot afford to send all their children to school
- long distance from school
- not interested in schooling
- wanted to work and earn money

- no school in the neighbourhood of their residences

There seems to be a mistrust of education on the part of not highly educated parents, who most of them, are working on the farm. One of the obvious reasons given by the community participants (parents and elders) was that they see many school leavers sitting idly without productive employment. Therefore, parents are worried about the future and see no point in sacrificing farm labour for education of their children. Children are thus engaged on the plantations and are not exposed to a social environment where positive child personality development is not possible.

7.4. Family Profile

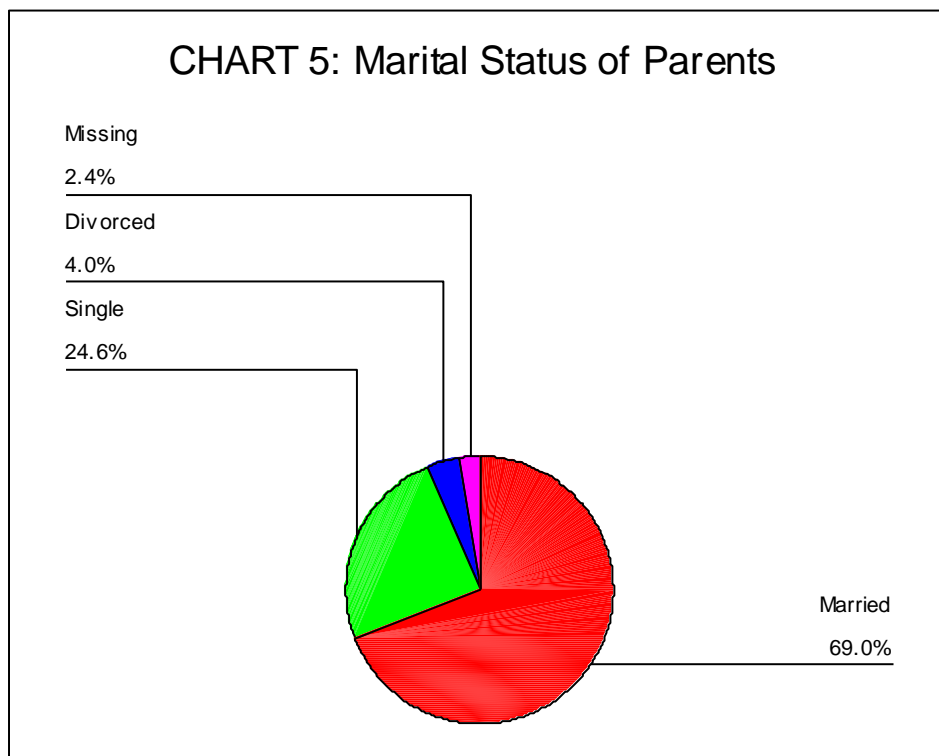
In an attempt to establish the extent to which the nature of family status influenced children's involvement in child labour activities, the children were asked to indicate the education status and occupation of their parents as well as with whom they lived with. This is summarized as follows:

TABLE 5: Family status of interviewed children on the Plantations

Family Status	Frequency %
Married	69.0
Single	24.6
Divorced	4.0
Both parents alive	75.4
Parents live together	67.5

Source: Interview with working-children, 2004, N=126

The Table shows that 69% of the interviewed children's parents are married, close to a quarter of them are single, and that 75.4% of their parents are both alive.



The majority of child workers' parents (63.5%) work on the farm and the overwhelming majority of the interviewed children (83.3%) live with their parents or relatives. The rest live either alone in a group or with relatives.

Nearly half of the children reported that the father is the breadwinner of the family while 29% reported both the father and the mother are the breadwinners. On the other hand, close to 13% of the children interviewed had their mothers as the only breadwinners of the family.

The poorer the family the more its children were prone to child labour activities. More than 54% of the parents of the children have no asset whatsoever. That is why the children described that 56.3% of the parents of the children as "poorer than others in their community".

TABLE 6: Education Status of Parents of children working on the Plantations

Educational status	Father	Mother
Illiterate	28.6%	28.6%
Grade 1-4	16.7%	12.7%
Grade 5-8	13.5%	8.7%
Above Grade 8	1.6%	0.8%

Source: Interview with working-children, 2004, N=126

The table shows that more than a quarter of the parents of the children interviewed are illiterate which shows why many parents encourage their children to participate in the work on the farm rather than concentrate on their studies perhaps because they are not fully aware of the importance of education of their children. They do not seem to yet realize the obvious fact that child labour effectively prevents the emergence of a well-

educated and skilled labour force, which a more advanced economy desperately needs.

7.5 Family Size

The research findings revealed that about 32.5% of the interviewed children come from big households comprised of seven or more children. Also about 67% of the interviewed children come from households with up to six family members. There is no significant difference between the family size of the male and female child labourers. The average family size of the interviewed children is 5.7 members. If for the purpose of the study, a family size of four or more children is considered a high sized family, then 88% of the children interviewed come from a large family size.

7.6 Living Conditions

The researchers had a good exposure to the accommodation of the workers in each plantation. There are at least three types of accommodations. Accommodation for the daily labourers which is a camp-like accommodation with thatched or corrugated iron sheets, accommodation for the lower strata of permanent or contractual employees and accommodation for those in the management position on the plantation. There is thus a correlation between the nature of work of the parents and their living conditions. The living conditions of the farm workers in the study sites left much to be desired. They live in camp houses, which are worn out. The accommodation for the household is inadequate. Most families live in one room house, which is normally unhealthy. The unhealthy and miserable living conditions of the labouring children on the plantations and their inappropriate accommodation may have contributed to the vulnerability of the children to host of diseases, including malaria, diarrhea, cold, intestinal diseases to name a few.

About 64.3% of the children interviewed reported that the quality of their life is "better", "very good" or "enjoy better" when they compare the quality of life of their present living conditions with that before working on the farm, while 23% of them reported that they "do not see any change" or the quality of life "remained the same" as before.

In a multiple answer question the children were asked to describe the bad and the good things about the work on the farm to better understand the perception of the interviewed children regarding child labour. The responses are tabulated below:

TABLE 7: Good things about working on the farm

Good things	Frequency	%
Get an income	105	83.3
Help my parents	8	6.4
Helped me to buy school supplies	2	1.6
Nothing is good about working on the farm	3	2.4
Do not know	10	7.9

Source: Interview with working-children, 2004, N=126

TABLE 8: Bad Things About Working on the Farm

Bad things	Frequency	%
Exhaustive	40	31.7
Nothing is bad	29	23.0
It is risky	8	6.3
Shares time for study	18	14.3
Danger to be attracted to money rather than schooling	4	3.2
Everything is bad	12	9.5
Wage is little	5	4.0
I am hungry	2	1.6
Cannot go to school	1	0.8
Do not know	12	9.5

Source: Interview with working-children, 2004, N=126

It is clear from the above that the major attribute of “good” about the work on the farm is getting an income while that of “bad” is that the work is exhaustive. Furthermore, nearly a quarter of the children interviewed affirmed that nothing is “bad” about child labour on the farm.

8. WORKING CONDITIONS

8.1 Working Tools and Risks involved in Child Labour on Plantations

A number of tools are used on the farm, including hoes, spray pumps, scissors and a variety of machetes. Children used most of these tools at different times of the year. These tools are not meant for children since they are too heavy to handle by many young children. The plantations do not provide special tools for children. Children reported that they had cut their legs, fingers or arms with machete while working. The researchers have seen scars on the fingers, arms or legs of some children. The children are also worried of the further risk of cutting their legs, fingers or arms. The children are also exposed to chemicals during fertilizer distribution and application. Children are also involved in risky and heavy activities on the farm that are dangerous to their health. Fortunately, no child was found to be involved in spray pump activity in all the study sites since this involved more training and requires special skills. It also has more risks for the health of children than other type of activities on the plantations. The plantation management in all farms thinks that spraying is considered as a harmful task that is unfit for children to perform.

A small percentage of the children interviewed on the coffee and tea plantations have reported that they are exposed to many risks. However, more than 85% of the interviewed children reported that the work on the plantations is not hazardous. Nevertheless, the children respondents and other participants of the study identified the following risks while children labour on the farm.

- snake and insect bites
- wounds and cuts
- thorns
- exposure to hostile weather
- carrying heavy weights to weighing centers
- exposure to chemicals during fertilizer application
- wild animals

Some of the children interviewed reported that they have also suffered from cold related health problems, especially during heavy rains.

The children have also reported fatigue at the end of a working day. This is understandable because their power of resistance and their muscular strength are below that of adults. They are also obliged to exert themselves as much as they can to earn more money without extra work breaks because they are paid according to the amount of work they have done, for instance on the amount of coffee/tea they picked/plucked in a day. This is one of the causes of their fatigue.

Children are not given protective gear such as boots and hand gloves to protect their legs and fingers. No children have so far lost their lives as a result of snake or insect bites because supervisors normally rush them immediately to the nearest clinic on the farm.

The distance from work sites on the plantations to the nearest weighing centres varies from farm to farm. However, it was observed that children are forced to walk long distances shouldering heavy loads, which could affect their health. The amount of weight a child carries depends on the amount picked or plucked. A child of 13 years could carry up to 20 kg and older children could carry up to 30 kg. of green tea leaves or red coffee beans up to a kilometer. They also work long hours in a given day without food or rest and this can affect them mentally and physically.

The working environment is not absolutely safe even though the respondents claimed it is neither hazardous nor risky. Children's legs and toes are affected as a result of lack of shoes. They suffer injuries such as pricking by protruding tree and coffee branches and tea stumps and thorns while passing through the coffee/tea fields and many children were observed to have a lot of bruises and scars. However all plantations have emergency measures or first aid services to take care of farm workers.

It was further observed that due to heavy workloads and the poor malnutrition many children have perhaps not grown properly; they are physically stunted and there is a possibility that their mental capacity could be also affected.

Children on and around the plantations are not receiving the protection they deserve. The reason is simple. The average person working on the farm or the farmer in the neighbourhood of the plantations is too poor to meet the basic needs of its children. For many children, work on the farm is a matter of life and death. That is why the children, and in many cases the parents, try hard to get their children placed on the farm or anywhere, where they can earn some money, to help out in the family finances or acquire some marketable skills which may prove to be useful sometime in the future.

8.2 Working Hours

The official working hours on all plantations are from 7.30 a.m. to 5.30 p.m., a total of ten hours a day. Many children do not break for lunch. Instead they continue picking/plucking tea in order to increase the amount of coffee/tea picked/plucked and

thus earn more money. Children are paid as temporary adult workers measured on a piece rate against the amount of work done. The working hours are not much regulated and there is no work time limit. There is only a time limit for weighing the picked/plucked coffee/tea. Plucking of tea is done throughout the year while coffee picking is a seasonal activity. Thus, the work duration is meaningless in terms of remuneration. Payment is not determined by how long one worked but rather, for instance, by how many kg. of red coffee or tealeaves had been picked/plucked.

In all the plantations, for many children the working hours seem to be reasonable. Children in the age group 9-13 worked for fewer hours compared to children aged 14-17. The explanation is that the older children had more working stamina than the younger ones. The average hours/day that children work is almost 6 hours/day. Almost 61% of the children work more than four hours/day while 11.9% work more than 8 hours/day.

Children who fall in the five to eight hours category cannot be regarded as being free from exploitation because of the high number of working hours and the time of schooling.

At the weighing centres the supervisors check thoroughly the quality of picked/plucked coffee/tea. The time spent at the weighing centre depends on one's arrival time and how quickly the checking is done. The following Table indicates the distribution of working hours per day for the interviewed children.

TABLE 9: The Distribution of working hours per day

Hours/day	Frequency	%
1 - 4	47	37.4
5 - 8	64	50.7
9 - 12	15	11.9
Total	126	100

Source: Interview with working-children, 2004, N=126

8.3 Working Days

The number of days a child works is crucial in determining how children utilize their time. Accordingly, children were asked to explain how often they worked on the plantations. The study indicates that the majority (65.9%) of the interviewed children worked part time on school shifts, during the summer or during weekends. However, more than 95.3% of the children interviewed work six or seven days a week. The average working day of the interviewed children is 6.3.

8.4 Work Environment

The study findings revealed that young children were exposed to tough and strenuous activities irrespective of their age. These activities could inflict physical and psychological pain on them. The interviewed children must contend with the fact that they have to work for long hours along side their parents or other adults while other children of their age do not work. They are exposed to difficult conditions at a time when they were supposed to be under the total care of their parents. The heavy workload, including picking/plucking coffee/tea for long hours and using tools, which are meant for adults, could inflict physical body pain on the children.

At the focus group discussion it was noted that the labour union, the parents/elders and the plantation management have no planned exist strategy for those children working on the farms. They are not well aware of the negative effects of child labour. This should be much of a concern to EEF.

Because children are employed as temporary labourers they do not benefit an annual paid leave, medical coverage or production bonus. However, they are fully taken care of by the plantations if they have accidents on the farm. They can also go to the plantation clinic whenever they are sick. It was revealed that 28.6% of the children have experienced illness and that 50% of them have been treated by the plantation enterprise, while only 6.3% and 11.1% of children who experienced illness were treated by themselves and their parents respectively

All the plantations are unionized. But the unions do not include temporary workers. All the interviewed children on the plantations are temporary workers and hence not members of the labour union of the plantations and are not entitled to all privileges of an employee. All (99.2%) of the children have no formal contract. They have only the verbal consent of the supervisors. They could be dismissed at any time and have no contractual obligation for the conditions of work and the protection of their rights while labouring on the plantations

Regarding the punishment of children on failure to act according to the norms of the plantations, the response varies. On the coffee plantations the researchers have not recorded any forms of punishment other than advice and warning. However, on tea plantations the study findings revealed that in addition to advice and warning there is a deduction of payment for repeated and serious breach of norms and regulations of the plantations.

Health and safety conditions on the plantations are much to be desired. The plantations do not provide children protection such as boots and hats.

The mode of payment on the plantations is monetary. The supervisors, managers and the other participants of the interview reported that on individual farmer's plantations the mode of payment is normally in kind, usually half of the coffee picked during the day.

Children labour on the plantations under similar conditions as adult workers. During the transect walk researchers observed that children and adults picking red coffee beans or plucking green tea leaves together on the same farm site. Adults and children are paid according to the same wage piece rate. There is no gender-segregated payment. Payment is made directly to the children except to those that help their parents and are not registered to work by themselves. All the children interviewed reported that they have never had problems regarding the payment of their wages, which is paid on a monthly basis. About 45% of the interviewed children revealed that they give their wages to their parents. Many children (70.6%) have confirmed that they use the money to buy clothes (21.4%) or school supplies (27%). No interviewed child who gives the wages to parents complained on the use of the wage to cover his/her wishes. The interviewed children have all the freedom to use their wages even though they give them to their parents.

Children labour for long hours only to get a token reward. About one third of the children engaged in farm labour do not have the opportunity of education. Even those two-thirds who have a chance of attending school do not have sufficient time to study. That is why they sacrifice their sleep during the night. Nor do they have time for rest and leisure.

Over 76% of the respondents reported that they have no rest or break the whole week and that 74.6% have no opportunity for leisure time or time off every week or month. Nearly a third of the children have one or two meals a day. Despite this fact most children (86%) reported that they enjoy the work on the farm and have no plan to change their current work (87%) on the farm. The reason is that they are able to earn an income which is unavailable had it not been for the existence of the plantation. No such opportunity exists elsewhere. On the other hand, very few children interviewed reported that they have to enjoy the work on the farm because they have no other alternative of deriving income in order to survive or go to school.

The plantation managers repeatedly expressed the fact that "instead of worrying about the problems of the rights of children, had it not been for their poor parents, ... we would be very happy to dismiss them and replace them with adults".

The managers and supervisors of plantations see themselves as benefactors, believing that they are helping the poor workers on the farm by employing their children on the farm. This is also the considered opinion of the interviewed elders and parents of the working-children. There is little concern on the part of the management that the children are being deprived either of their childhood or of educational opportunities. This is a reflection of typical local attitude concerning children and their role in society.

However, for the children who render their labour on the farm, freedom from child labour exploitation means constrain to their very survival. The worst features of the problem of child labour are thus strongly linked with the continued ability of families to meet their own basic needs. Therefore, in the face of severe economic deprivation, the law protecting the rights of children had and will in the near future remain a paper tiger.

Children are most preferred by supervisors in tea plantations because they are fast in plucking green tea leaves. The supervisors claim that many children usually pluck more green tea leaves than adults. The interest of the management is to get as much tea as possible.

No child whose parents hold technical, secretarial or managerial positions is engaged in child labour on the plantations. Most parents of the interviewed child labourers work on the plantations since they neither had sufficient education nor technical skills to display.

Managers of all the plantations give tacit approvals to families to work on the farm assisted by their children. In this case, it is only the parents who are officially registered as workers and not the children who assist their parents and hence the children who assist their parents are not paid. The parents receive their wages on the basis of the amount of work they have done. It is only when the children are registered

with the farm as temporary workers that they personally get their wages from the plantation.

8.5 Age of Children When They First Started Labour on the Plantations

The study findings revealed that the average age of the children when they first started working on the farm is 11.8 years. The majority (75%) of the interviewed children started work on the plantations between the ages of 10-14 years.

TABLE 10: Age of children when they first start labour on the farm

Age Group	Frequency	Percentage
5-9	14	11.1
10-14	95	75.4
15-17	17	14.5
Total	126	100

Source: Interview with working-children, 2004, N=126

Almost a third of the interviewed children work on the plantation every day, while 30.2% of them work only when there is a need for money, 65.1% work whenever there is a demand for labourers, 38.1% work after school hours, 38.9% whenever their school is closed, and only 19% work on week ends. Close to one-half (42.8%) of the children interviewed revealed that they have worked more than three years on the farm.

The study findings also revealed that the average number of years of service of the interviewed children on the farm is about three.

TABLE 11: The Number of Years of Service of Children Working on the Farm

Service Group	Age	Frequency	Percentage
0-2		47	46.5
3-5		46	45.6
6-10		8	7.9
Total		101	100

Source: Interview with working-children, 2004, N=126

8.6 The Main Sources of Child Labour on the Plantations

The study findings revealed that the main sources of child labourers are four: (a) children of farm workers, (b) children of the farmers of the neighbourhood peasant associations, (c) children who are recruited with other adults from traditional labour surplus zones like Kembata, Wollaita and Bonga through special campaign/ "zemecha". The farm management in close cooperation with the zone officials sends team once or twice a year to agitate people through different propaganda ploys. They tell prospective workers about the farm benefits and higher income that could be derived from working on the farm and provisions of shelter on the plantations they will get and the free transport to the farm and later to their home zones etc. and (d) teachers and students on and near the farm also participate during harvest seasons for a fixed number of days on a "school campaign" to work on the farm.

In the case of item (d), the farm arranges transport, pays the school on the basis of normal piece rate, and deploys the students on convenient sites where there is good harvest and with coffee trees relatively short for the convenience of the students participating in the school campaign. The schools use the money earned by students on the "school campaign" to strength the teaching-learning process of the school. However, the tea plantations neither have the campaign/"zemecha" system nor take advantage of the "school campaign" to raise money for the schools by working on the tea plantations.

8.7 Recruitment of Children

Most parents are fully aware that their children are working on the farm. In fact, they are the ones who primarily pressure them to work on the farm in order to supplement their incomes instead of encouraging them to go to school or to study their lesson full time. Thus, parents themselves are responsible for perpetuating the practice of child labour on the plantations. Therefore, all efforts to combat child labour on the farm must address the issue of poverty and the level of awareness regarding the rights of a child among employees on the farm. Awareness creation among parents on the long-term negative implications (damage) of child labour on children as well as to the society should be undertaken immediately.

The study findings also revealed that neither managers nor supervisors encourage the recruitment of children on the farm. The findings revealed that it is the children who normally took the initiative to ask supervisors to employ them. In most cases, their parents pressure the management to employ their children as part of fringe benefits for working on the farm. To the question of how children are recruited on the plantations the overwhelming response by the children as well as the other participants of the study was either the children themselves or their parents. Several of the children interviewed reported that they were also influenced by their peers (71%) or their parents (67%) to work on the plantations. The management at all plantations does not officially recruit children under 14 years of age to work on the farm. However, the managers of all the plantations admitted that they allow the age-old practice of children to work on the farm to assist their parents. In that case, the wage is paid to the parents and not to the children. Even if farm management appears to employ on the plantation under-aged children, it is because children do not tell their true ages. They usually camouflage their young ages to supervisors in order to be employed as adults. In fact, one girl child of about 13 years in Teppi coffee plantation insisted to the researchers that she is over 27 years of age.

8.8. Family Income

The study indicates that most of the respondents' parents earn an average of 168 birr/month. The minimum earning recorded is 25 birr/month and the maximum is 500 birr/month, while the top 20% of the parents earned an income that varies from 240 - 500 birr/month, the bottom 20% of the parents earn birr 25 - 70 per month.

This income is far below the level of subsistence. Parents are thus obliged to deploy the labour of their children to work on the plantations for payment in order to earn extra money. The distribution of income levels manifests itself in the mode of life of parents, the nature of houses they live in, the nature of the home environment, the health status of the members of their families, and the nature of activities they perform. It is through these factors that one can clearly identify the attributes of the

poor people and learn what pushed their children to join child labour on the plantations.

Even though many children reported that working does not interfere with their schooling, it is bound to have a negative effect as it shares valuable time of their study. These children do not effectively follow their daily lessons, as they are tired after the morning/afternoon work. This could reflect negatively on their academic performance. Poor school performance is not only caused by child labour, it is certainly the dominant contributing factor. It was surprising to note that the dropout rate in the farm schools is insignificant. However, many absences from schools were noted during harvest seasons.

On the other hand, about 96% of the interviewed children reported that they are not engaged in other income generating activities and therefore have no other source of income apart from their earnings on the farm.

In a multiple question on the use of the income derived from work on the farm the response was as follows:

TABLE 12: Use of Income Distribution

Use of Income	Frequency	%
Give to parents	57	45.2
Buy Clothes	89	70.6
Buy food	34	27.0
Finance shelter	5	4.0

Source: Interview with working-children, 2004, N=126

The Table shows that the interviewed children use a good part of their income to help their parents (45.2%), buy clothes (70.6%), and purchase food (27%).

Respondents expressed the possibility of an increase of child labour in the plantations because the costs of living are rising and their daily wage that is equivalent to 4 birr/day on coffee plantations and 5-6 birr on tea plantations has remained constant for a long time. The number of child labourers is likely to increase because household heads cannot afford to meet all the requirements of the household members, especially the expenses incurred for the education of their children.

8.9 Major Activities of the children working on the farm

8.9.1 Coffee Plantations

The major activities involved on coffee plantation include: planting, stumping, spraying, fertilizer application, pruning, picking, pulping, drying sorting, grading, packaging, and marketing. However, the main activities of the children on the coffee plantations are included in the following Table.

TABLE 13: The major activities in which the children engage-Coffee

Activities	Frequency	%
Coffee Picking	101	100
Fertilizer distribution and application	42	41.6
Weeding	24	23.8
Pruning	15	14.9
Bagging	11	10.9
Planting	1	1.0
Washing and drying coffee	5	5.0

Source: Interview with working-children, 2004, N=101

The study indicated that the overall-labouring children on coffee plantations performed four major tasks: picking, pruning, weeding, and fertilizer application. Among these activities nearly all of the children interviewed were found in picking as compared to only 21% who are engaged in weeding, 2% in pruning coffee trees using machete and 28% were involved in fertilizer distribution and application. All children, irrespective of their gender participate in all of the above major activities. However, no child performed the tasks of spraying in all coffee and tea plantations.

8.9.2 Tea Plantations

The main activities in tea plantations also include: growing seedling, plowing, planting, spraying, fertilizer distribution and application, sorting and grading, litter clearing, pruning, and plucking. However, not all child labourers are engaged in these activities. The main activities of the working-children on the tea plantations are included in the following Table.

TABLE 14 : The major activities in which the children engage- Tea

Activities	Frequency	%
Tea Plucking	25	100
Fertilizer Distribution and application	13	52.0
Pruning	11	44.0
Weeding	3	12.0
Litter clearing	8	32.0

Source: Interview with working-children, 2004, N=25

The study also revealed that the children on tea plantations performed five major tasks: plucking, fertilizer distribution and application, pruning, weeding, and litter cleaning. Among these activities all the working-children interviewed were found in plucking activity as compared to 52% in fertilizer distribution and application; 44% in pruning, 12% in weeding, and 32% in litter cleaning.

Picking/plucking and weeding were common activities for both female and male children. Picking is a seasonal activity, which required many workers. The coffee-picking season in most plantations is from the last week of August to the third half of November. Children also work alongside their parents during this period. Picking/plucking and litter removing are also relatively easier to perform as compared to the other tasks. That is why the farm management deploys children during the red coffee-picking seasons and green tea leaves plucking. The rest demand more muscular

power and physical ability to endure long hours of work. Pruning using machete is a difficult activity, mainly performed by male children.

8.10 Emotional, Mental, and Physical Risks

Children's self perception and that of others perhaps are manifestation of how they regard the work they do, the conditions of their work and the reward they get. The attitude of the community towards them and how the supervisors treat them have made the children to have a feeling of self-confidence. In the light of this, asked about the community's attitude towards them during the interview and focus group discussion, the overwhelming majority (98.4%) think that the community supports them and that supervisors encourage (83.3%) them, give them respect and praise them as well as give them rewards (73%) while they are working on the farm.

The study findings revealed that the interviewed children do not encounter any verbal and/or physical abuses and violence while working. Furthermore, when they compare themselves with non-working children (69.8%) of the interviewed children see themselves as better/superior, less lazy or are on equal status than most non-working children. Only 4% reported that they see themselves as worse than those non-working children. On the other hand, when the labouring children compare themselves with other working children, a significant majority of the children interviewed (about 71%) reported that they are on equal status, have an equal performance or feel as competent, while about 10% of the children reported that they do not know or have no idea how to compare themselves with other working-children. Perhaps, the main reason for their feeling of superiority could be that (a) they are psychologically proud of economically helping their parents and (b) they use their income to dress better than the non-working children, and (c) they are able to purchase without difficulty more school supplies than the non-working children.

The study findings also revealed that interviewed children are neither intimidated nor work under stress. The overwhelming majority of girl children (98%) also reported that they normally do not encounter sexual harassment while working on the farm. One possible reason is that girl-children work in groups and go to the weighing centre and back to their shelter in groups as a coping mechanism.

Furthermore, asked about the personal relation among fellow child labourers, the interviewed children used the following terms to describe their relationship: "good" (52%), "cooperative" (13%), and "friendly" (30.2%).

8.11 Labour Inspectors

Every plantation reported that there has never been an effective supervision regarding child labour on the farm by the labour inspectors. The number of inspectors seems always to have been inadequate for the important duties the labour inspection service has to fulfill. The plantations have also reported that the capacity of the office of labour inspector with regard to transport and manpower has to be effectively augmented.

9. CAUSES OF CHILD LABOUR ON PLANTATIONS

It has been noted earlier that the standard of living of parents of the child labourers is very low. Their low income cannot enable them to meet the family requirements.

Many parents of the children labouring on the farm had little or no education and therefore had no skills to deploy except their labour power. Their low remuneration had a significant bearing on their livelihood and that of their families. When the earnings of the parents are not enough to satisfy the family's requirements, the family members are naturally affected. They therefore opt to be engaged in activities that help to raise extra earnings. They are forced by circumstances to work on the farm. In fact, many children reported (48%) that if they are forced not to work on the farm, their very existence will be in doubt or that, at least, they will definitely discontinue their education.

About 73% of those who normally give their wages to their parents reported that they would not have survived without the income they get from the farm.

9.1. Poverty is the Most Common Factor Leading to Child Labour on the Different Plantations.

The poverty of the parents is a significant factor that obliged parents to make their children engage on the farms. Many parents also serve as recruitment agents for the plantations. Thus, one cause of child labour on the farm is the parents themselves.

To the question of why are children employed on the farm? The focus group discussion reported three main reasons: manpower shortage, to assist the poor parents working on the farm to ease their economic problems, and finally to motivate parents working on the farm to stay and work on the farm. On the other hand, the in-depth interviews revealed that the most obvious reason why children joined the child labour on the plantations was the poverty of their parents.

TABLE 15: Management Response to the cause of child labour on the Farm

Causes	Frequency	%
Poverty of parents	15	100
To be independent	1	6.7
Supplement their family's income	11	73.3
Self-support because they have no relatives	7	46.7

Source: Interview with manager and supervisors, 2004, N=15

TABLE 16: Teachers Response to the cause of child labour on the Farm

Causes	Frequency	%
Poor economic conditions of parents	15	100
To purchase school supplies	9	60
To purchase good clothing	6	40
To save money to be engaged in trading	1	5.7

Source: Interview with headmasters and teachers, 2004, N=15

TABLE 17: Elders and Parents Response to the Cause of Child Labour on the Farm

	Frequency	%
Parents poor economic conditions	20	100
To purchase school supplies	7	35
To supplement family income	4	20
To buy good clothing	4	20

Source: Interview with elders and parents, 2004, N=20

TABLE 18: Labour Union Leaders Response to the cause of child labour on the Farm

	Frequency	%
Poverty of parents	4	100
To supplement their family income	4	100
To get more money to spend	1	25
To be independent of their parents	1	25
Self support because they have no relatives	1	25

Source: Interview with labour union leaders, 2004, N=4

TABLE 19: Children Response to the cause of child labour on the Farm

	Frequency	%
Poverty of the family	88	70
Tradition of the farm community	3	2.4
Others	3	2.4
Do not know	26	20.6

Source: Interview with working-children, 2004, N=126

As clearly shown on the above Tables, 70 % of the interviewed children, and all (100%) of the managers and supervisors, the labour leaders on the plantations, the teachers, the elders and the parents agree that it is because of the poverty of parents that children are forced to labour on the plantations. Other major interrelated reasons include to provide supplement income to their parents, to purchase school supplies, and to buy clothes.

9.2. Large Family Size

Another factor that prompted the children to work is the large family size. The findings revealed that 32.5% of the interviewed children come from big households comprising seven or more members, while about 67.5% of the interviewed children come from households with up to six family members.

9.3. Earnings of the Families are Inadequate

The study findings revealed that the earnings of both the parents of the interviewed children are not adequate to meet the requirements of their families. Therefore, the children are made to accept child labour as part of their family responsibility. When

they complete their primary education they are likely to secure the same employment on the coffee/tea plantations because they will neither have resources that could enable them to initiate income-generating activities nor skills that they could deploy for better remuneration. The parents of the child labourers have no resources, which they can deploy for the development of their children. The interviewed children can neither engage in self-employment nor continue their education in secondary school, which is not given in the locality of the farm. The vicious circle of poverty thus continues and this is how the class of labourers reproduce themselves on or near the plantations.

10. AWARENESS OF THE COMMUNITY OF THE PLANTATIONS REGARDING THE RIGHTS OF CHILDREN

Analysis of the nature of child labour on the plantations was made regarding levels of awareness of managers, supervisors, labour union leaders, teachers, and community leaders as well as parents of children about the rights of the child and laws on issues of child labour.

All managers, supervisors and trade union leaders on the plantations are well aware of the existence of laws concerning issues of child labour in general terms. However, they are not sure of the major contents and implications of the laws. Furthermore, they are not fully aware of the negative implications of child labour on the children themselves and the society.

The study revealed that the overwhelming majority of the children interviewed (98%) are not aware of the rights of children and the fact that the work of children under 14 years is illegal (89%). One can, therefore, conclude from the data generated by the study that there is no sufficient awareness of the rights of children and the laws regarding child labour among the plantation communities in the study areas. The level of awareness among boys and girls does not differ.

Furthermore, many children interviewed (67.5%) think that the community on and near the farm is not well aware of the risk of child labour on the plantations. Only 31.7% think that the community is well aware of the risk involved in child labour on the plantations.

11. The Worst Forms of Child Labour on the Plantations

The study revealed that the working conditions on the plantations are hazardous and do not ensure that the "health, safety and morals" of children labourers are "fully protected". These are further summarized below.

1. Children often work with tools that are not meant for them. They are therefore unsafe to operate. For example, some children use machetes that they cannot wield properly. As a result, they suffer various injuries. They also perform tasks that are simply too strenuous for them, such as carrying heavy or oversized loads of picked/plucked coffee/tea to the weighing stations. As a result, they could suffer from problems ranging from back injuries to permanent disabilities.
2. Children labouring on the plantations are regularly threatened by constant exposure to poisonous or disease-carrying insects and snakes. A particularly dangerous threat to children working on plantations is regular exposure to hazardous substances used on plantations, such as toxic chemical fertilizers and pesticides.

3. Hygienic conditions on plantations are substandard. Drinking water is unsafe, sanitary facilities are frequently unclean. They are particularly susceptible to endemic and parasitic diseases, and respiratory tract diseases.

4. Many children also work long hours for the whole week without rest and recreation; Fatigue is an ever-present problem and It makes them more susceptible to accidents.

5. The labour on the plantations also interferes with the children's education and the work they perform is harmful to their moral and social development.

6. The children also face economic exploitation on the farm because they earn as little as birr 4.00/5.00 on coffee/tea plantation per day. This is a miniscule amount compared to the amount of time they daily put on the plantations and the kind of working environment they normally face. The above findings of the study show that some children are facing some of the worst forms of child labour on the plantations under study

12. SUGGESTIONS BY PARTICIPANTS TO COMBAT CHILD LABOUR ON PLANTATIONS

Suggestions were sought from the interviewed children, managers, supervisors, trade union leaders, teachers, elders and parents in order to address the problem of child labour on the plantations. The following are thus the general suggestions highlighted during the interviews:

- provide food assistance to vulnerable families to encourage them to send their children to school
- raise the awareness of the farm community managers, supervisors and teachers on the negative aspects of child labour
- promote CRC in schools by strengthening civic study and establishing CRC clubs.
- provide poor students enough money to buy school materials and clothes. The kebele and the trade union of the plantations could participate in the selection and administration of the fund.
- raise awareness of the farm community regarding family planning
- accelerate the poverty reduction strategy at the community level through self-help programmes and the provision of private plots to cultivate food crop as well as developing more coffee and tea plantations around the six studied plantations.
- open more KGs and schools on and near the plantations
- support schools to strengthen their teaching and learning activities
- abandon the shift systems from schools on and near the plantations by building more schools and employing more teachers through the plantation community participation.
- deploy children to light work that does not involve hazardous work
- raise the quality of life of workers on the plantations by giving them wage raise and better housing and health care as well as the provision of recreational facilities.
- the labour leaders should advocate for the provisions of appropriate protective gear for the workers on the farm.

13. CONCLUSION AND RECOMMENDATIONS

13.1 Conclusion

The study findings revealed that interviewed children are exposed to difficult conditions, (a) 76% have no rest or break and 74% have no leisure time, and (b) use tools meant for adult employees. The practice of involving young children in work along side their parents creates both psychological and physical torture to the child labourers.

The study findings further revealed that children joined the labour force on the plantation mainly for five interrelated reasons: their parents have low level of education, their parents have low incomes, their family size is large, they belong to households with little or no resources apart from the power of their labour, and some children belong to female-headed households with a single parent. It has also revealed that most children work on the farm to guarantee their existence and to be able to continue their education. They do this either by completely abandoning their education or at a risk to their performance in schools. The children are also exposed to tough and strenuous activities irrespective of their age. These activities will tend to inflict both physical and psychological torture on the children. Obviously this cannot contribute to the healthy development of the children. Since the child is the most precious asset and the focal point of development in any society, children should be brought up in a stimulating and conducive environment, receiving the best possible care and protection in order to avoid the damage of their physical, mental, emotional, and social development. For this to take place there must be a determined effort to combat child labour in all sectors of economic activities.

On the other hand, the managers of the plantations employ children not because, as they claim, to motivate parents working on the plantations, to assist needy children to be able to enroll in schools, and to contribute to the general welfare of the community but mainly because of the **severe manpower shortage** they face especially during the harvest seasons. Their main preoccupation is to ideally meet the manpower shortage without due regard to the long-term negative implications of child labour on the children, the coffee and tea export markets, and the society at large.

Although it is almost impossible to eliminate immediately child labour in Ethiopia, the experiences of other countries have clearly shown that significant progress can be achieved to combat child labour if an appropriate policy and strategy is in place. Currently, it appears that Ethiopia is not fully equipped both financially and institutionally to combat all forms of child labour. The first priority of the country should be to focus on the worst forms of child labour. The second priority is to recognize child labour as a social problem and to bring the problem of child labour and exploitation of children to the attention of the public. The third priority is to advocate for improved working conditions for child labourer as a first and transitional measure towards the elimination of child labour and prepare a realistic exist strategy for combating child labour.

13.2 Recommendations

In the light of the above findings of the study the following recommendations are proposed.

Parents level

- a. A programme to raise the awareness of parents on their responsibilities of rearing good families to support them to acquire family skills to conduct advocacy campaign and sensitization programmes, and to promote a more positive concept of childhood based on the principles of CRC must be designed and implemented
- b. Awareness raising programs should be developed to impress upon communities and parents the importance and higher returns of education and the hazards of child labors.

Plantation Community Level

- a. The coffee and tea plantations must educate the farm workers of the importance of reducing the size of their families as strategies for alleviating poverty among the plantation community. Without reducing the size of the families the problem of child labour among the households of coffee and tea plantations will remain unresolved for a long time.
- b. Every farm worker should be given some hectares of land on or near the farm to cultivate food crops for domestic consumption. The surplus food can be sold to enable workers to earn supplementary income. The plantation management must make sure that all employees cultivate the plot allocated to them. This could contribute to the alleviation of poverty among the employees. This could also help in raising productivity of the farm and can be a good motivating factor for the workers to remain on the farm for a long time.

Labour Union Level

- a. The labour leaders on coffee plantations are currently active in expanding the opportunity for education for children of the farm workers and the children in the vicinity of the plantations by opening more KGs and primary schools. In order to contribute more to combat child labour on the plantations they should also establish credit and savings associations for all plantation employees. The establishment of the association could help to lift the economic status of the working men and women on the plantations. The labour union in cooperation with the managers of the farm can initiate this move and enlighten individual members on how they can benefit from the association.
- b. EEF should join forces with the labour unions on the plantations and NGOs in the vicinity of the plantations, concerned with children welfare, to raise awareness among the community of the farm, especially those working on the farm, through organizing sensitization workshops and conducting anti-child labour campaigns through posters, drama and educational events.

Plantation Management Level

- a. EEF should ensure that plantation managers provide protection for children from snake and insect bites and exposure to adverse weather conditions by providing them inexpensive boots, hats and plastic overcoats.
- b. Maximum working hours for children should be set at level that is lower than adults; this may encourage school attendance. In addition, adequate rest periods and meal breaks should be mandatory

c. EEF should advocate for child-friendly clauses in collective agreement negotiations to include provisions for combating child labour, at least the inclusion of provision to deploy children on light and non-hazardous tasks and instituting sensitizing programmes on child labour.

d. Organize a special well prepared awareness creation and building workshop on how to combat child labour for (a) headmasters and teachers on and near the plantations and (b) managers, supervisors and labour unions of the plantations

e. Assist and support the farm community to (a) sensitize its members on the worst forms of child labour and (b) to be involved in the design of programmes to educate its members on the problems of child labour as well as involving all members, including children, at every step in the efforts to eliminate child labour on the plantations.

School Level

Despite the good attendance in schools on or near the farms, many participants of the study complained of the weak school infrastructure for effective environment conducive to teaching-learning activities in schools. Therefore, it is recommended to rehabilitate and improve the school infrastructure and to deploy competent teachers in all schools on or near the plantations. This will contribute towards alleviating the problems of child labour on coffee/tea plantations.

Labour Inspectorate Level

Strengthen and empower the office of the Regions' labour inspectors to address child labour issues such as detecting and correcting abuses in the employment of children in the hazardous and unregulated working conditions.

National Level

- a. EEF should mobilize the support and participation of large and small business enterprises in national programmes against the worst forms of child labour.
- b. EEF should provide large farm enterprises with information and assistance on child labour issues. It should also be involved in direct action to assist child workers and their vulnerable families.
- c. Establish a mobile child labour focal point for large farm enterprises to continuously be engaged in awareness creation among members of the farm workers and to ensure visibility and sustainability.
- d. EEF should create a network of commercial agriculture employers for the protection of child labourers
- e. Organize a general meeting of major employers where a child labour issues will be discussed as a major issue and come out with a resolution on the importance and acceptability of combating the worst forms of child labour.
- f. Organize a fund raising campaign among employers to establish a child education fund to
 - subsidize poor families on and around the big plantations whose children are working and going to school
 - support schools to provide additional make-up classes for working students

- provide essential school supplies such as textbooks, exercise books, pencils and rubbers for needy children going to school.
 - support schools to establish CRC clubs to raise awareness on the rights of a child .
- g. EEF should assist selected major plantation enterprises in formulating and implementing policies and corresponding action plans on the mitigation of child labour on their plantations
- h. EEF should provide information, documented best practices on combating child labour, advice and support to plantations willing to initiate measures to combat child labour.

Work in Partnership with NGOs and Government

- a. Reliance only on the government efforts to solve the problems of child labour is not likely to bring about meaningful solutions to the problems of child labour. EEF should instead take the lead to mobilize NGOs and civil society institutions to forge a partnership with government and local communities in effectively dealing with the problem child labour.
- b. EEF, in collaboration with its partners, should establish, encourage, and support financially advocacy groups. Advocacy groups can promote the well-being of children, speak on their behalf, defend their rights and bring the hidden affairs regarding children's situation on plantations in the open.

Government Level

- a. EEF, as one of the social partners of the government, needs to be consulted on the formulation of national programmes, policies and objectives concerning development issues, including child labour.
- b. Special occupational safety measures and standards for working children should be introduced and enforced. These should include employer-providing protective gear and training seminars regarding basic occupational safety measures. Most importantly, the government should inspect and penalize all employers not adhering to occupational safety standards.

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ANNEX 1

ROUGH ESTIMATE OF THE NUMBER OF CHILD LABOURERS IN THE SIX PLANTATIONS

STEP 1: Taking into account the counted child laborers in each weighing center

Let the number of weighing centers in a plantation be N

Let the number of workers taken care in each weighing centers for a particular plantation be W_i , $i = 1, 2, 3 \dots N$

Let the number of weighing centers visited be M. Then the number of weighing centers not visited is $N-M$

Let the number of children labourers counted in a weighing center i be C_i

Ratio of children to all workers in the weighing center i is

$$P_i = \frac{C_i}{W_i}$$

The average of the ratios of weighing centers visited

$$P_v = 1/M \sum_{i=1}^N (P_i) = 1/M \sum_{i=1}^N (P_i/W_i)$$

We assume that the ratio of children to workers in each weighing centers not visited be P_v .

Thus, the average ratio for all the weighing centers in each plantation will be

$$P_1 = 1/N \left[\sum_{i=1}^N 1/M P_i + (N - M) P_v \right]$$

STEP 2: Taking into account the number of working students of farm schools.

1. Assume that half of the students of grades V and above work on the farm on part time basis.

Let the number of students in the farm schools above grade IV be S

Then the number of students working on the farm is $S/2$.

2. Assume that these $S/2$ students are randomly distributed over the N weighing centers.

3. Taking into account that $1/3$ of the child laborers are working on full time basis on the farm, we enlarge the total number of students by this fraction,

The total number of students working on the farm and evenly distributed on the N weighing centers is

$$3S/4$$

Ratio of students to the total workers will then be

$$P_2 = 3 S / (4 \sum_{i=1}^N W_i)$$

The final ratio P of children working on the farm to the total workers on the farm will be assumed to be the average of P_1 and P_2

$$P = (P_1 + P_2)/2.$$

ANNEX 2: CASE STUDIES

CHILD X

Child X was fourteen years old. She is in grade six in Bebek. She has 3 brothers and two daughters. She works during her afternoon shift and during her weekends to make ends meet. She told the researcher, " My mother has died and my father works on the farm as a labourer. His income is so low that he is unable to provide us with basic food let alone purchase clothes and school materials for us. All the children are enrolled in the nearest school".

Child X is a bright girl. She told the researcher that she is always top in her class. Her teacher likes her. " He always encourages me not to discontinue my education because ' you have a great future'. He buys for me the necessary clothes and school supplies. Because I was so grateful to him that I started to help him in washing his clothes and prepare food for him. I give what I earn on the farm to my father. I am now happy with my school life thanks to this generous teacher of mine. If I do not work on the farm the survival of my family will be in great doubt".

Child X continued narrating her saga " I am busy all day. I woke up at around 5.00 a.m. and sleep at about 12 p.m. I am very busy in my teacher's house preparing food early in the morning before I go to school. I am very exhausted at the end of the day. I am also tired in class and therefore not very attentive as I used to be. I am worried that I shall not be top of my class any longer. But I know that I shall succeed in my

education and hope to join a preparatory school when I finish my secondary education".

GIRL Y

Girl Y, a Muslim, lives in Gumero in Oromiya Region. She is now 15 years old. When she was interviewed she was carrying at least 35 kg. of green leaves to take it to the weighing centre. She told me that she is fasting the whole day because it was a Muslim fasting period.

Girl Y originally came from farming family. Her father was working on the tea plantation before he died of malaria three years ago. "My mother is a weak woman. My father was the only breadwinner of the family. My mother became ill and all of a sudden she became blind. She could no longer provide basic food for me and my two sisters and brother. I am the oldest sibling in the family. My mother encouraged me to go and ask the supervisor of a sub-farm, who is our neighbour and get some sort of employment as a labourer on the farm for me. I went and begged him to find employment on the farm. He kindly agreed. He encouraged me to work hard since he knew our family problem. He gave me a thorough orientation how to pluck green tea leaves. He requested a girl worker to encourage me and give me moral support while working on the farm. I started plucking green tea leaves getting about 5 birr a day. I am now considered as one of the fastest girl worker. This way I am able to help my mother and my three siblings. My brother is now also working on the farm. My sisters are now enrolled in a primary school. I am determined that I shall not advise them to discontinue schooling as long as I am alive. I now enjoy working on the farm because working on the farm has helped myself and my family to survive".

GIRL Z

Girl Z is 16 years old. She told the researcher: "I used to live in a village about 5 km from Teppi coffee plantation. I used to walk to school every day with children from the village. When I was in Grade VI, I had a boy friend who is also going to school but not to the same school that I was going to. We were friends for more than a year. Then one day he asked me to sleep with him. I raised to him the problem of unwanted pregnancy. He assured me that he was going to use condoms. I emotionally agreed since I love him even today. Then, what I was afraid has happened to me. I was pregnant. It is taboo in my village to have a baby before marriage. I did not know what to do. In desperation I asked my boy friend, with tears in my eyes, if we can get married. He refused. In fact, when he realized that I was pregnant, he stopped meeting and talking to me. I could not tell my parents that I was pregnant. So in desperation I ran from home to another village near my home to my aunt's house. I told her my story. She comforted me for a while. Then she told my parents that I was pregnant. My father was furious and cursed me and told me never to see him as I betrayed and disgraced him in the village in the face of his relatives and friends. I discontinued my school and stayed with my aunt until I gave birth to a girl-child. After about a year since I have given birth I rented a house near the farm and started working on the farm as a day labourer. I earn about birr 4.00 a day. I hardly support my daughter and myself. Luckily I managed to convince my younger sister to come and live with me to take care of my daughter when I work on the farm. I am grateful to the farm because I am able to survive. I have never seen my parents and the father of my daughter since I have run to my aunt's house".

ANNEX 3

FORM 1

INTERVIEW GUIDES FOR CHILD LABOURERS ON THE FARM

No. []

1. Personal Data

1.1 Your age in years -----

[Comment on the age of the respondent -----
-----]

1.2 Sex -----

1.3 Religion -----

1.4 Nationality -----

1.5 Where do your family reside?

Region ----- Urban ----- Rural -----

1.6 What were you doing prior to your current activities?

[] (a) Go to school

[] (b) work on the plantation

[] (c) (a) and (b) above

[] (d) Live with the family helping my parents

(e) doing other work

2. Family Context

2.1 Marital status of your family

a. Married,

b. Single

c. Divorced

2.2 Are your parents alive?

a. Both alive

b. One of them alive

c. Both died

2.3 Do your parents live together, if (a) above?

Yes, they live together

No, they do not live together

2.4. Indicate one of the following that best describes your family status

a. My family is richer than others in the community

b. My family is poorer than others in the community

c. My family is on equal footing as the others in the community

2.5 What is the size of your family -----

2.6 Write the Number of your siblings:

Number -----

2.7 How many of your siblings go to school? -----

2.8 Who among them do not go to school? Indicate the number.

a. Brothers

b. Sisters

2.9 Who is the primary breadwinner of the family?

a. Father

b. Mother

c. Both

d. Other

e. Do not Know

2.10 What is the educational attainment of your parents (grades)

	Father		Mother	
Illiterate	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
grade 1-4	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Grade 5-8	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Grade 9-10	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Grade 10-12	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Above Grade 12	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

- 2.11 What are the main sources of income of the parent breadwinners? -----
- 2.12 Estimate the income of your parents ----- per hour or per/day or per/week
or per/month
- 2.13 Do your parents have any asset such as land, house, domestic animals?
Yes [] No []
- 2.14 How old were you when you first started working on the farm?
----- Months ---- years
- 2.15 Explain in detail of all types of sexual harassment you have encountered on
the farm (for Females only) -----
- 2.16 Are your parents aware that you are working on the farm?
Yes [] No []
- 2.17 If Yes, what is their reaction? Did they encourage/discourage/condemn you?

3. Schooling

- 3.1 Have you ever-attended school?
[] Yes [] No
If yes, for how long? ----- years
- 3.2 If Yes to 3.1, are you attending school now?
[] Yes [] No
- 3.3 Educational attainment (Which grade have you completed?)
Grade
- 3.4 If No to 3.2 , why did you stop schooling? (If no longer attending) -----
- 3.5 What were the reasons for not returning to school? -----
- 3.6 If No to 3.1, what were your reasons for not attending school? ---
- 3.7 How far is your school from home? ----- Km or ---- hrs/min -----
- 3.8 Describe the effects of child labour on your schooling, if you are attending school
now -----

- 3.9 If Yes to 3.2, what are the good/bad things about your school? -----

- 3.10 Do your parents pay for your school?
a. Now Yes [] No []
b. Before you left the school Yes [] No []
- 3.11 Can your parents afford school fees?

- a. Supplies Yes [] No []
- b. Uniforms Yes [] No []
- c. Other fees Yes [] No []

4. Present Living Conditions

- 4.1 How many meals do you take per day -----
- 4.2 Is clean drinking water available on the farm?
Yes [] No []
- 4.3 Do you live with your family?
[] Yes [] No
- 4.4 Are there any health problems in the area?
Yes [] No []
- 4.5. If Yes, enumerate them -----
- 4.6. If Yes, Who helped you for the treatment? -----
- 4.7 What time do you start work? -----
- 4.8 What time do you finish work -----
- 4.9 Do you have any rest/ break during the day?
Yes [] No []
- 4.10 Do you have any opportunity for leisure time or time off every week/month?
Yes [] No []
- 4.11 How often do you meet your parents/guardians if you are not living with your parents?
a. Weekly []
b. Monthly []
c. Every two months []
d. Yearly []
e. Every two years []
f. Daily []
g. Never met them after I
 joined the farm []

5. Income Related

- 5.1 How are you paid?
a. Daily []
b. Weekly []
c. Monthly []
- 5.2 Indicate your pay at the farm ---- -----
- 5.3 Describe condition of employment

- a. Contract Yes [] No []
- b. Temporary Yes [] No []
- c. Full time Yes [] No []
- 5.4 Have you ever had a problem of getting your wages?
 Yes [] No []
 If yes, why? -----
- 5.5 Do you get an equal amount of pay as adult labourers doing the same type of
 work?
 Yes [] No []
- 5.6 How do you use your income?
- | | Yes | No |
|------------------|-----|-----|
| a. Parents, | [] | [] |
| b. Clothing | [] | [] |
| c. Food, | [] | [] |
| d. Shelter | [] | [] |
| e. Other specify | [] | [] |
- 5.7 If Yes to 5.6 (a), can your family survive if you do not give them money?
 Yes [] No []
- 5.8 What type of contract of employment do you have?
- a. Formal contract Yes [] No []
- b. Verbal contract Yes [] No []
- c. Neither Yes [] No []
- 5.9 Do you have other source of income?
 Yes [] No []
6. Living Conditions
- 6.1 How many hours of sleep do you normally have a day? -----
- 6.2 Where do you sleep? -----
- a. [] in one room alone
- b. [] in a room with many children , how many? -----
- 6.3 What will be life like if you had not joined your current activities? -----
- 6.4 How do you compare the quality of your present living conditions with that before
 joining your present activities? -----

7. Perception

7.1 How do you perceive your future? -----

7.2 Do you worry about your future?

Yes No.

If Yes , why? -----

If No, why not? -----

8. Emotional, Mental, and Physical Risks

8.1 Have you ever been taken for medical treatment?

- a. Yes
- b. No
- c. Never fallen ill

8.2. Who pays for medical care while you are working on the farm?

- a. Employer
- (b) Self

8.3 Describe any hurts, sickness, or accidents incurred while you are engaged as a farm labourer -----

8.4 What fears and worries do you have when you are working as child farm labourer? -----

8.5 What emotional impact have you experienced in your work?

- a. Fear
- b. guilt,
- c. depression
- d. others specify
- e. nothing

8.6 Describe the kinds of Verbal and/or Physical abuse you are often exposed to , if any -----Verbal abuse -----

Physical abuse -----

8.7 What are the effects of verbal and physical violence, if any, on you? -----

8.8 How do you see yourself relative to non working children? -----

8.9 How do you see yourself relative to those working on the farm? -----

8.10 How often is physical violence committed on you?

- a. Often
- b. Sometimes
- c. Never

8.11 How often has accident happened to you on the farm?

- a. Often
- b. Sometimes
- c. Never

8.12 Who is responsible for the physical violence if not (c) in 8.10?

- a. Supervisors
- b. Adult Workers
- c. Child workers
- d. Parents
- e. Others: Specify -----

9. Employment and Work environment

9.1 What different tasks do you do in the farm? -----

9.2 What tools/equipment do you use in your daily work? -----

9.3 Are you engaged in the use of toxic chemicals?

- a. Herbicide /pesticide Yes No.
- b. Fertilizers? Yes No.
- c. Others Yes No.

9.4 Is the environment hazardous? Yes No.

Why? -----

9.5 Who helped you to get employment on the farm?

- a. supervisors
- b. Manager
- c. Owners of the farm
- d. My parents
- e. Others
- f. Got it myself

9.6 Does one or both of your parents work on this farm?

- Yes No.

9.7 Do you enjoy working on the farm? Yes No.

If Yes, why? -----

If No, why not? -----

9.8 Do you work always on the farm? Yes No.

If No, why not? -----

9.9 If No, what do you do when you are not working on the farm? -----

9.10 Give the total number of years of service in present employment -----

9.11 Who influenced you to engage and continue as a child farm worker?

a. peers, []

b. parents, []

c. employers, []

d. delalas []

e. school []

f. Others []

9.12 What do you think is the consequence if you lose your current job? -----

9.13 Do you have any plans to change this job?

[]Yes []No

If yes, why? and what could be the alternative? -----

9.14 How many hours /day do you work?hours per day

9.15 How many days per week do you work? ----- days/week

9.16 Do you feel that you work under stress and/or intimidation?

a. [] Stress

b. [] Intimidation

c. [] Both

d. [] Non of the above

9.17 Which of the two do you usually get from your employers?

a. Criticism/belittling [] Yes [] No

b Praise and reward [] Yes [] No

c. Not any thing particular [] Yes [] No

9.18 Do you see any risk in your work ? []Yes []No

9.19 Do child workers normally have protective gear/device like boots and gloves?

[]Yes []No

9.20 What conditions/actions could help extricate you from your current job? -----

9.21 Describe your relation with other child workers on the farm? -----

9.22 Do you think the community supports or condemns child labour?

(a) Supports Yes No

(b) Condemns Yes No

9.23 Do you think the community is well aware of the risks of child labour on the farm?

Yes No

9.24 When do you normally work on a farm ?

a. Whenever there is a demand for labourers

b. when there is a need for money

c. Only after school hours

d. Only when school is closed

e. Only during weekends

9.25 How much are you exhausted after a days work?

a. Very exhausted

b. Exhausted

c. Not Exhausted

9.26 How do your employers treat you?

a. They give me respect

b. They encourage me

c. They do not respect me

d. They discourage me

e. They do not treat me as a human being

f. Non of the above

9.27 Describe the good / bad things about your current work -----

9.28 How do you assess the punishment, if any, that you normally get on the farm?

a. very light and can be tolerated

b. degrading

c. inhuman

d. I have never got any punishment

9.29 What are your main needs and critical problems in your present activity?

a. Main needs -----

b. Critical problems -----

9.30 Give suggestions on how we can combat child labour ?

9.31 How can one improve the situation of child labourers on the farm? -----

10. Knowledge of child rights

10.1 Are you aware of any right of the Child?

. Yes No

10.2 Are you aware that child labour is illegal?

Yes No

11. Causes of Child Labour

11.1 Describe the different pathways to child labour in the farm

11.2 Describe the main causes, which compelled you to engage in child labour. -----

12. COPING MECHANISMS

12.1 Have you ever been beaten/punished for non-cooperation with your supervisor?

Yes No

12.2 What strategies do you have for self-protection on and around the farm? -----

12.3 Who help you in case of a financial problem? -----

FORM 2

INTERVIEW SCHEDULE FOR SUPERVISORS AND MANAGERS OF FARMS

Manager []

Supervisor []

NO. []

A. General

1. Age -----
2. Sex -----

B. Working conditions

3. How many years did you work on the farm/or similar activities? -----
4. How many workers are there on the farm? -----
5. How many child labourers are there on the farm? -----
6. What is the level of responsibilities of children on the farm? -----
7. Do children incur accidents, injuries or other risks? Yes [] No []
If Yes, how often?
 - a. Sometimes []
 - b. Often []
 - c. Always []
 - d. Only once []
8. What is the mode of payment of children? -----
9. How do you determine payment? -----
10. What is the payment per day/ week/ month? -----
11. Is there a gender-related wage system? []Yes []No
12. Do children have different wage system compared to adults?
[] Yes [] No
13. What problems do you often encounter with child labourers regarding?
 - a. Health, -----
 - b. Absence -----
 - c. Discipline -----What measures do you normally take if there are problems regarding these items?

14. Describe what is bad or good about child labour on the farm -----

15. How do you characterize the punishment, if any, that children normally get on the farm?

16. Do you provide special tools appropriate for children?]Yes]No

17. Do you provide protective gear to child workers?]Yes]No

18. Is there any manpower shortage on the farm?]Yes]No

C. Recruitment

19. How do you recruit children? -----

20. Do you have some arrangements with the nearest school regarding the employment of students?]Yes

]No

If Yes, Describe the details of the arrangement, if any -----

21. Do you encourage children to work on the farm?

]Yes]No

22. Who pressure you to employ children?

a.]Parents

b.]Children

c.]Nobody

d.]Do not know

e.]supervisors

23. Do you allow children to assist their parents on the farm?]Yes]No

24. What are the main activities of children in each season? -----

--
Describe the different tasks children do during each season -----

25. Where do you think that these children come from? -----

26. How many times do you employ many children in a year? -----

D. Awareness of child rights

27. Are you aware of the rights of the child?

]Yes]No

28. Are you aware that child labour is illegal?]Yes]No

29. Are there agencies/ institutions in the woreda that assist-labouring children?

a.]Yes

b.]No

c.]Do not know

30. Why do you employ children on the farm? -----

31. Why do children work? -----

32. Give some suggestions to address the problems of child labourers on the farm ----

33. What can the following do to assist working children not to work?

- Government, -----

- NGOs, -----

- Schools -----

- Community -----
- The farm -----

FORM 3

INTERVIEW SCHEDULE FOR TEACHERS/HEADMASTERS OF THE PRIMARY SCHOOL

TEACHER [] HEADMASTER [] No. []

A. School Related

1. Age -----
2. Sex -----
3. What type of school is your school? -----
4. Give the teacher-student ratio -----
5. Enumerate the most critical problems of the school -----
6. What is the drop out rate last year? -----
7. What was the number of student failures last year? -----
8. Why do you think that children drop out of school? -----
9. When are most students absent from school?-----
10. Give the number of students and teachers in your school.
Students ----- Teachers -----
11. What is the capacity of the school in terms of students? -----
12. Is there a guidance and counselor in the school?
[]Yes []No
13. How far is the school from the commercial farm?-----
14. What do school leavers do in your area? -----
15. Do you work on a shift system?
[]Yes []No
- If Yes, how many shifts do you have? -----
16. How many children from your school work on the farm? -----
17. Do you arrange for working children extra period when they comeback to school
from work on the farm?-----
18. Why is it that some children do not go to school? -----
19. How much on the average do parents pay for the school, if any? Birr -----
20. What measures are taken if parents fail to pay school fees? -----

21. Do you have a normal school calendar? []Yes []No

B. Working conditions

22. Do you think that child labour on the farm is risky and dangerous?

[]Yes []No

23. Are managers normally pressured to employ child workers by the community?

Yes [] No []

C. Recruitment

24. Why do you think that children work on the farm? -----

25. How are children recruited to work on the farm? -----

26. Do you make any arrangement with the nearest farm regarding the recruitment of students from your school? [] Yes [] No

Please give the details of the arrangement -----

27. Who recruit children to work on the farm ?

a. parents, []

b. friends []

c. farm managers []

d. fellow workers []

e. schools []

f. Others, specify -----

D. Intervention

28. What should be done at the school level to alleviate the problem of child labour? -

29. What should be done at the community level to alleviate the problem of child labour? -----

30. What should be done at the government level to alleviate the problem of child labour?

31. Who can assist to alleviate the problem of child labour? -----

E. Awareness of child rights

32. Are you aware of the Conventions of the Rights of the Child?

[]Yes []No

33. Do you know of any national laws that cover the rights of the child? -----

34. What can be done at the school level to promote CRC? -----

FORM 4

INTERVIEW GUIDE FOR COMMUNITY LEADERS/ELDERS/PARENTS LEADERS [] ELDERS [] PARENTS [] No. []

A. General

1. Age -----
2. Sex -----
3. Occupation -----
4. What is the predominant religion of your community? -----

B. School Related

5. Are there children who do not go to school? Yes [] No []
If No, why not? -----
6. What do school leavers do in the area? -----
7. What is the expectation of parents when their children complete school? -----

8. Why is that some children do not go to school? -----

C. Recruitment

9. Do the commercial farms have clinic for workers?
[]Yes []No
10. Do schools encourage students to work on the farm during peak seasons?
Yes [] No []
11. Do parents pressure farm owners/supervisors to employ children?
[]Yes []No
12. Do you think managers/supervisors encourage children to be employed on the farm?
[]Yes []No
13. How are children recruited to work on the farm? -----
14. Is there a manpower shortage on the farm? []Yes []No

D. Reasons for Child Labour

15. Do you think that children ought to work on the farm?

Yes [] No []

- 16 Why do you think children work on the farm? -----
17 How do you assess the magnitude of orphans due to HIV/AIDS in your community? -----

E. Working Conditions

- 18 What kind of work do children normally perform on the farm? -----
19 What problems do children who work on farm regularly face? -----
20 Are children provided with accommodation on the farm?
[]Yes []No
21 Do you think that the work on the farm is risky and dangerous for the children working on the farm? []Yes []No
22 Do you know of any child who seriously injured while working on the farm?
[]Yes []No
23 Where do child workers live on the farm? -----
24 What are the common children diseases in your area? -----
25 How many children work on the farm?
a. large number []
b. moderate number []
c. small number []
d. Do not know []
26 Do you think that students enjoy their work on the farm?
a. Some enjoy []
b. All enjoy []
c. Non enjoy []

F. Intervention

- 27 What should be done at the kebele level to combat child labour? -----
28 What should be done at the woreda level to combat child labour? -----
29 What should be done at the government level to combat child labour? -----

30 What should be done at the family level to combat child labour? -----

G. Awareness of rights

31. Are you aware or heard of the rights of a child?
[]Yes []No
32. Are you aware of women's right?
[]Yes []No

FORM 5

INTERVIEW SCHEDULE FOR SUPERVISORS AND MANAGERS OF FARMS

CETU JIMMA [] CETU FARM [] NO. []

A. General

1. Age -----
2. Sex -----

B. Working conditions

3. How many years did you work on the farm/or similar activities? -----
4. How many workers are there on the farm? -----
5. How many child labourers are there on the farm? -----
6. Do children incur accidents, injuries or other risks on the farm?
Yes [] No []
If Yes, how often?
a. Sometimes []
b. Often []
c. Always []
d. Only once []
7. What is the mode of payment of children? -----
8. How do you determine payment? -----
9. What is the payment per day/ week/ month? -----
10. Is there a gender-related wage system? []Yes []No
11. Do children have different wage system compared to adults?
[] Yes [] No
12. Does the farm provide children tools appropriate for them in their daily work?
[]Yes []No
13. What problems do you often encounter with child labourers regarding
a. Health, -----
b. Absence -----
c. Discipline -----
What measures do you normally take if there are problems regarding the items in 13? -----

14. Describe what is bad or good about child labour on the farm -----
15. How do you characterize the punishment, if any, that children normally get on the farm?

16. Does the farm provide protective gear to child workers? Yes No
17. Is there any manpower shortage in the farm? Yes No

C. Recruitment

18. How does the farm recruit children? -----
19. Is there any disciplinary problem regarding children working on the farm?
 Yes No
20. Does the farm have some arrangements with the nearest school regarding the employment of students? Yes No
Describe the details of the arrangement, if any -----
21. Does the farm managers encourage children to work on the farm?
 Yes No
22. Who pressure the managers to employ children ? -----
23. Does the farm allow children to assist their parents on the farm ? Yes No
24. What are the main activities of children in each season? Describe the different tasks children do each season -----
25. Where do you think that these children come from? -----
26. Are there government inspectors regarding child labour and the general labour working conditions on the farm? Yes No
If Yes, how often do they visit the farm? -----

D. Awareness of child rights

28. Are you aware of the rights of a child and laws that cover it?
 Yes No
29. Are you aware that child labour is illegal? Yes No
30. Are there agencies/ institutions in the woreda that assist working children?
 Yes No
31. Why does the farm employ children on the farm? -----
32. Why do children work? -----
33. Give some suggestions to address the problems of child labourers on the farm -----

34. What efforts have been made by CETU so far to combat child labour? -----

35. What can the following do to assist working children not to work?
- Government -----
 - NGOs -----
 - Schools -----
 - Community -----
 - CETU -----
 - The farm -----

CHECKLIST FOR FOCUS GROUP DISCUSSION

1. What are the risks of child labour on the farm?
2. What do you think are the underlying causes for child labour on the farm?
3. What are the effects of child labour on the children and the society?
4. Do you think that the community has enough knowledge, regarding child labour?
5. What are the efforts being done to combat child labour in your area? If there are, are they effective? If they are not effective, why not?
6. What are the most pressing needs of children working on the farm?
7. Why do you think that children work on the plantation?