



International
Labour
Organization

**In-depth study on child labour
in the agricultural sector
in Namibia:
a study of Oshikoto, Ohangwena,
Caprivi and Kavango**

International
Programme on
the Elimination
of Child Labour
(IPEC)

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Abbreviations

AIDS	Acquired Immune Deficiency syndrome
BIG	Basic Income Grant
CAG	Child Assistance Grant
NCAS	National Child Activities Survey
FGDMs	Focus Group Discussion Meetings
GCE	Gini-co-efficiency
GDP	Gross Domestic Product
GNI	Gross National Income
HIV	Human Immunodeficiency Virus/
ILO	International Labour Organisation
INTERPOL	International Police
IOM	International Organisation for Migration
LaRRI	Labour Resource and Research Institute
LFPR	Labour Force Participation Rate
MAC	Minimum Age Convention
MCA	Millennium Challenge Account
MGECW	Minister of Gender Equality and Child Welfare
MDGs	Millennium Development Goals
NAMDEB	Namibia Diamond Mining Corporation
NGO	Non-governmental Organisation
NID	Namibia Institute for Democracy
NSFP	National School Feeding Programme
OVC	Orphans and Vulnerable Children
PACC	Programme Advisory Committee on Child Labour
POCA	Prevention and Prosecution of Organized Crime
SACU	Southern African Customs Union
SADC	Southern Africa Development Cooperation
SSC	Social Security Commission
UNAM	University of Namibia
UNCRC	United Nations Convention on the Right of the Child
UNDP	United Nations Development Programme
UNICEF	United National International Children's Fund
TECL	Towards the Elimination of Child Labour

Executive summary

This in-depth investigation on child labour was commissioned by the International Labour Organisation (ILO) in 2010 on behalf of the TECL project to carry out an in-depth study on child labour in the four regions of the country namely, Kavango, Caprivi, Ohangwena and Oshikoto. Put together these make up Namibia's largest rural population size of 682,883 out of a total national population of 2.1 million in the 13 regions. The intention was to collect data and make recommendations on the findings and to find a suitable way to alleviate the issue of child labour in the country.

Using both qualitative and quantitative research methods, the study established that child labour is prevalent in the four regions in which the study was carried out. It was established that 845 children aged between 10 and 17.5 years of age interviewed, 65 boys and 59 girls were in full time work, while 361 boys and 310 girls were involved in part time work. 743 people took part in focus group discussions (FGDs), a total of 33 key informants (KII) were interviewed with many confirming the prevalence and impact of child labour in their respective regions.

FGDs were held with purposively selected groups of out-of-school and school-going children and with adult women and men. Some of the children were child-parents who were heading the families and looked after their siblings, the adult men and women; some of them were old and could not engage in any meaningful work hence the children had to work to fend for the families. Key informant interviews were also conducted with school principals and social workers operating in the areas under study to get the situation on the ground from authorities.

The findings of this study reveal a high prevalence of child labour in the four regions studied with some of the FGD participants and KII respondents describing the situation as aggravating as it especially affects the developments of the students academically and emotionally. Additionally respondents reported a high number of orphaned children engaging in various types of work to look after their siblings and the old, with the most notable menial jobs being farming and looking after cattle. This according to school principals results in high school dropout and high failure rates.

Child labour has been highly attributed to the scourge of HIV/AIDS. It has also been attributed to general rural family poverty, early parental deaths, child-headed households and household food insecurity. Other reasons were high failure rates of Grades 10 and 12 who also fail to repeat because of lack of money; high rate of unemployment; increasing numbers of teenage pregnancies; widespread alcohol and drug abuse, inadequate access to Government services such as the Child Assistance Grant (CAG), the National School Feeding Programme (NSFP).

Based on the key findings of this study, it is hereby recommended that there should be increased government programmes to alleviate rural family poverty and food insecurity such as BIG (Basic Income Grant). In terms of education there should be practical projects that boost income generation activities for the learners after leaving school other than waiting for formal employment which might not be forthcoming. There should be a reduction in the long distances between rural communities and health centres, increased

NGO involvement in service delivery throughout the country to compliment government efforts. A regulation of alcohol consumption should be in place and the government should establish national anti-child labour campaigns and heightened interventions at legislative, policy and implementation levels.

Further recommendations pertain to the Ministry of Education Feeding programme which should be extended to all learners and not just the lower classes. More innovative ways of implementing both the Government Assistance and the School Development Fund to ensure they meet the need for which they were set up should be in place and a change in teachers housing policy is needed for staff retention.

It is further recommended that government work closely with other SADC countries to heighten rural communities' safety and security in terms of underage and undocumented foreign child labourers. Improved programmes to alleviate the impact of HIV and AIDS on families especially in terms of the orphans' burden on the elderly and the removal of the stringent conditions for teenage mothers' return to school, which includes that a teenage mother produce a doctor's letter clearing her to return to school, and her teachers endorsing her fitness to learn.

Definition of terms

- **Child labour:** the International Labour Organization (ILO) defines child labour as, "Any work likely to jeopardize children under 18 years of age's physical, mental and moral being as well as their potential lifesaving opportunities in the form of attainment of education". ILO points out that such work may include, among others, full-time work done by children below the age of 15 years that might prevent them from accessing educational opportunities¹. Therefore, this study, in accordance with the above International Labour Organization (ILO) definition and guidelines, defines child labour as: **"The act of using children to do hard physical (manual) work that is harmful to their bodies"**. In this context, child labour comprises all forms of slavery or practices similar to slavery such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour. It also includes forced or compulsory recruitment of children for use in armed conflict as well as the use, procurement or offering of a child for prostitution, production of pornography, or pornographic performances (ILO 1999:5).
- **Types of child labour:** in October 2004, a Southern African Customs Union (SACU)/ILO programme on the Elimination of the Worst Forms of Child Labour (TECL) in 5 countries of Botswana, Lesotho, Namibia, South Africa and Swaziland planning workshop identified 7 worst forms of child labour, namely:
 - a) trafficking of children for sexual exploitation;
 - b) commercial sexual exploitation (prostitution) of children;
 - c) children in bonded labour;
 - d) children collecting wood and water over long distances;

¹ILO Conventions 138, 182 and the UN Convention on the Rights of the Child (CRC).

- e) children used by adults in commission of crime;
- f) children involved in the production of charcoal as a form of hazardous work; and
- g) child soldiers.

In other words, “child labour encompasses any work likely to jeopardize children’s physical, mental and moral being as well as their potential lifesaving opportunities in the form of attainment of education.” Such activities could include household chores, fetching firewood or water, paid work (including self-employment), assistance in the family business, and/or participation in agriculture, all which might contribute to a child experiencing difficulties at school or in a training institution. ILO adds that such work may involve, among others. Full-time work done by children below the age of 15 years that might or prevents them from educational opportunities². In this respect, ILO identifies 3 types of child-related labour which is hours-related; schooling-related; and hazard-related.

Thus, in hours-related child labour, a child is regarded as being engaged in child labour if s/he performs excessive hours of work per week and/or performs work that contravenes national legislation or international conventions. In this respect, ILO categorizes excessive according to the age of the child as follows:

- 6-13 year-old children are considered to be working excessive hours if they spend more than 14 hours per week on the main job or any hours at all working as employees or helping unpaid in family businesses³;
- 14-15-years-old children are considered to be working excessive hours if they spend more than 30 hours per week on the main job. This cut-off is intended to reflect the “light work” allowance in the Minimum Age Convention and in Namibia’s own legislation; while
- 16-17-years-old children are considered to be working excessive hours if they spend more than 40 hours per week on the main job.

Schooling related Child Labour refers to children whose work hampers and/or interferes with school attendance or school performance. Rather than being at school or attending a training institute to secure life-saving knowledge and skills for his or her adult social and economic viability, the child spends his school time working; consequently, such a child is always tired and unable to concentrate on his or her school work. His or her involvement in that work results in him or her not doing his school-related work including homework adequately and as a result the child may drop out of school.

Reasons why children could engage in work

ILO identifies a number of reasons why children could be involved in work rather than attend school as the need to replace sick, old or disabled adults to perform household chores; to earn money to look after sick, old and disabled adult family members; to take care of siblings, including babies. Children also engage in child labour to participate in seasonal

²ILO Conventions 138, 182 and the UN Convention on the Rights of the Child (CRC).

³Zero-hours limit on work as an employee or unpaid family helper corresponds with the prohibition of any such work for children of this age in the Minimum Age Convention.

agricultural and/or industrial production; nurture and/or raise their own off-spring if they prematurely produced them. Hazard-related child labour refers to children involved in hazardous work that exposes them to bodily injuries and physical illnesses.

Worst form of child labour

ILO (International Labour Organization) has defined trafficking and prostitution of children and young people for exploitation purposes as the worst forms of labour, and has consequently, established an International Convention to outlaw it (ILO 182, 1999). A child is every human-being below the age of eighteen years (UNICEF: 1990: 45).

Child labour in Namibia

The 1999 Namibia National Child Activities Survey (NCAS) sample of 72,405 indicated that 56,301 representing two thirds of the sample or 77.8 per cent were children in child labour, 66 per cent of whom were employed on subsistence farms, while 1.8 per cent was employed on commercial farms. This vital information about the status of children in Namibia catalysed the formulation and implementation in 2004, of a programme aimed at eliminating child labour in the form of TECL (Towards the Elimination of the Worst Forms of Child Labour in Namibia). The existence of child labour in Namibia was further confirmed by the 2005 National Activities Survey (NAS) which established that as many as 408,638 children aged between 6 and 17 years representing 71.9 per cent of a total of 568,635 (39.2 per cent) of a total household population of 1.450,767 were working of which 72.5 per cent were females and 71.2 per cent were males.

This report further established that of the 408,638 working child population in Namibia was rural based at 349,130 children, representing 85.4 per cent many of whom were involved in the agricultural sector. It was against this background that in 2010, the ILO through its TECL project commissioned LaRRI to carry out an in-depth analysis of child labour in the agricultural sector in the 4 regions of northern Namibia. These regions are Kavango, Caprivi, Ohangwena, and Oshikoto, which together make up Namibia's largest rural population of 682,883 out of an estimated total national population of 2.1 million spread over 13 geographical regions.

Namibia has ratified both the ILO Minimum Age Convention (C138), the ILO Worst Forms of Child Labour Convention (C182) in 2000, the UN Convention on the Rights of the Child in 1990. Namibia also signed the African Charter on the Rights and Welfare of the Child in 1999, but has not ratified it as yet. The National Action Programme on the Elimination of Child Labour in Namibia (TECL) was initiated with the support of the International Labour Organisation (ILO)'s Towards the Elimination of the Worst Forms of Child Labour (TECL) Programme in 2006 was finally adopted in February 2008. It is spearheaded by PACC (Programme Advisory Committee on Child Labour) comprising government departments, Labour Unions, the business community, civil society organizations and is responsible for the development and implementation of the programme. Namibia's Labour Act, act no 11 of 2007 is explicit in its condemnation of underage children.

Terms of reference

The ILO commissioned LaRRI in October 2010 to study the situation of children working in the agricultural sector in the North and North Eastern Regions of Namibia in terms of its prevalence, extent, causes and effects on both its victims and the society as a whole in the context of HIV/AIDS pandemic and to make recommendations on possible effective intervention and prevention measures at both policy and service delivery levels. In this regards, its specific objective was to:

- collect information on the ages and sex composition of children working in the agricultural sector;
- identify areas with a high prevalence of children working in the agriculture sector in the regions where the assessment will occur;
- examine the context under which work is carried out (example, paid work or unpaid family work);
- assess the conditions under which work is carried out: hours of work, remuneration, type of work, employment tenure;
- ascertain the school attendance and education levels attained by children employed in the sector;
- examine factors which hinder children from accessing education and how these factors can be addressed;
- identify the dangers which children are exposed to, health, physical development, risk of injury or accidents, dangers to mental development as for example isolation for a longer period of time as in cattle herding;
- determine the importance of income earned by children to households or to other children (e.g. support to self or family);
- explore traditional, cultural, social, socio economic, factors and beliefs that might hinder children from going to school;
- examine the extent to which child trafficking is occurring among children working in the agriculture sector;
- identify groups of children vulnerable to child labour including their socio economic background as well as educational levels of their parents;
- identify the most effective ways and methods of interventions taking knowledge, attitudes and practices of the communities into consideration when designing interventions; and
- make recommendations on the best forms of which strategy to develop for awareness creation/advocacy and social mobilization.

The research team interviewed 845 respondents from the four regions in Caprivi (Katima Mulilo Town, Sachinga, Liselo, Chanpoo, Kongola and Sesheke). In Kavango region, data was collected from the following towns; Rundu, Ncamagoro, Epingiro, Kagune, Divundu, Divogha and Nkurenkuru. In Ohangwena region, data was collected from the towns of Oshikango, Engela, Eenhana, Onakalunga, Okongo, Oidiva, Oshilonga. In Oshikoto region, the

data was collected from the towns of Omuthiya Omangeti, Oshivelo, Tsumeb, Kandjeke, Tsintsabis, and /gom-khaos.

The findings confirmed the notion that child labour in the agricultural sector in the four regions of Kavango, Caprivi, Ohangwena and Oshikoto is prevalent. Of the 845 children aged between 10 and 17.5 years interviewed, 124 representing 65 boys and 59 girls were involved in full time work, while 671 representing 361 boys and 310 girls were involved in part time work.

Several factors were cited as contributing to child labour. The most cited reasons related to general prevalence of rural poverty and unemployment and orphan hood due to HIV/AIDS pandemic also featured prominently. Other reasons were high failure rates of Grades 10 and 12 who also failed to repeat because of lack of money; increasing numbers of teenage pregnancies; widespread alcohol and drug abuse, the traditional and cultural practice where children are socially expected to play an active role in creating the family's income generation activities; disability and inadequate access to Government services such as the Child Assistance Grants (CAG).

Other expressed reasons were social discrimination; lack of or inadequate community service delivery projects; the effects of the long-term war for the struggle of the country's independence during which education was not a priority for some segments of the Namibian society. Long distances between homes and schools that compelled learners to resort to rented small mud huts to live and have to work in neighbouring subsistence farms for money to pay for their rents and food without close family care and supervision. Lack of adequate school space to meet the educational needs of communities and lack of enough qualified teachers in rural areas as well as high illiteracy levels among rural adults. Lack of essential documents such as birth certificate to facilitate enrolments in schools and the general lack of sufficient life opportunities for children; modern children's material needs that are often greater than family financial resources with the result that children seek for additional cash; farmers' increasing need for cheap labour and preference for younger people as a more affordable and convenient labour source and difficulties in accessing clean water points by many rural households.

Community members also cited high rates of single parents families; high rates of re-marriages; lack of community-based role models; prevalence of nomadic life among some communities as they move from place to place in search of work with the result that their children become victims of that nomadic life and fail to remain at one school long enough to complete. Prevalent ignorance among some rural communities, especially among San people about the value of education; social and economic imbalances between Namibia and its neighbouring countries of Angola, Zambia and Zimbabwe many of whose unemployed young people move into Namibia in search of better life opportunities; general lack of adequate community income generating projects and practical skills subjects in schools. Other factors such as community Social Workers and Counsellors and business loans to economically empower rural families were also frequently cited.

This study was able to establish that the main consequences of child agricultural workers in all the 4 regions was poor school performance that subsequently led to examination failure and school drop-out. All the 33 key informants and 743 members of the

FGDMs of this study unanimously pointed to heavy workload which caused physical tiredness, frequent lateness and absenteeism at school, poor school performance, loss of interest in school/life, conflict between learners, teachers and parents and/or guardians, examination failure and subsequent school dropout. These sentiments were reiterated by all the 140 people who featured in this study's 36 case studies. In one school, out of a total of 350 learners who enrolled in January 2010, by the end of the year, 20 had dropped out, leaving 330. One young woman who says she dropped out of school due to lack of money now has 4 children, 2 of whom are still between 5 and 7 years old. Their father works as a charcoal burner but never brings any money home. She has 2 brothers, one in school and 1 still at home because of lack of money. The older children who attend school also work on farms for money. That is the way the family survives. She has no alternative.

Other consequences pointed were harassment from employers, competition among the child workers, teenage pregnancies, prostitution, unskilled labour force, eventual poor national economy and compromised national security.

The recommendations arising out of the study were the following:

- increased government programmes to alleviate rural family poverty and food insecurity, perhaps the introduction of a BIG (Basic Income Grant);
- practical projects that boost income generation activities and creates income are needed for rural towns and villages;
- assistance with payment of school fees for extremely poor families;
- improved educational facilities for young learners to remain and complete school and attain practical skills;
- introduction of hostels for rural learners who live far from their schools as well as separate schools for boys and girls; reduce the long distances between some rural communities and health centre's;
- increased NGO involvement in service delivery throughout the country to compliment government efforts;
- regulate alcohol consumption;
- there is an urgent need for government and other stakeholders to embark upon an aggressive anti-child labour educational campaigns, especially targeting rural areas;
- and heightened interventions at legislative, policy and implementation levels;
- further recommendations pertain to the Ministry of Education Feeding programme which should be extended to all learners and not just those in the lower primary classes;
- more innovative ways of implementing both the Government Assistance and the School Development Fund to ensure they meet the need for which they were set up need to be found;

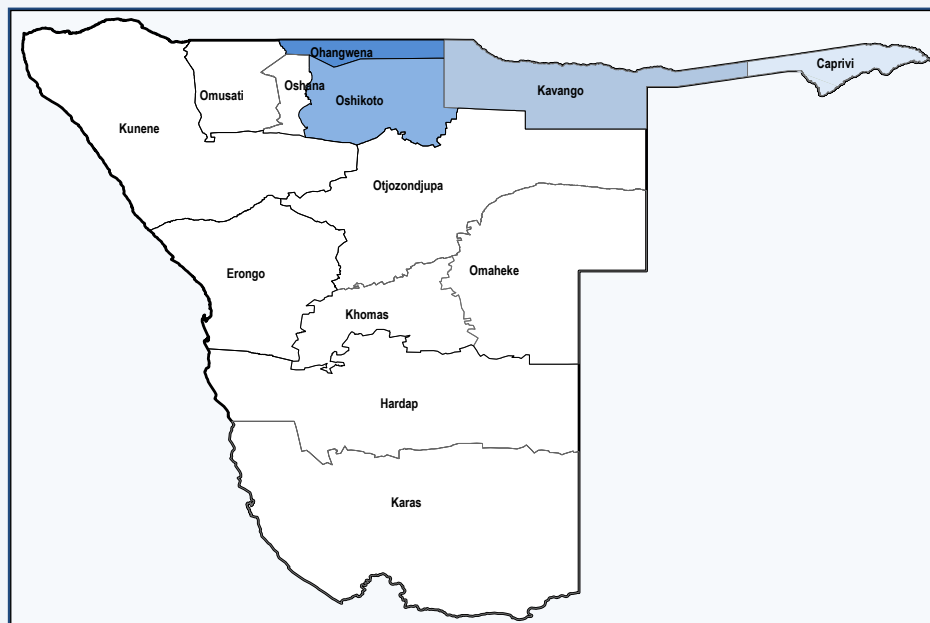
- it is further recommended that government should work closely with other SADC countries to heighten rural communities' safety and security in terms of underage and undocumented foreign labourers;
- improved programmes to alleviate the impact of HIV and AIDS on families especially in terms of the orphans burden on the elderly; and
- finally remove the stringent conditions for teenage mothers' return to school which includes a teenage mother producing a doctor's letter clearing her to return to school, and her teachers endorsing her fitness to learn.

1. Research methodology

This chapter outlines the methods that were used in this study in terms of its scope and study areas, documentary sources, data collection tools and sources, research team, data analysis techniques and its limitations.

The Research team carried out quantitative and qualitative research in 4 regions of **Caprivi** (Katima Mulilo, Sachinga, Liselo and Chanpuu Villages, Kongola), and Sesheke Town; **Kavango** (Rundu, Ncamagoro, Epingiro, Kagune, Divundu, Diyogha and Nkurenkuru); **Oshana** (Oshikango Town, Engela, Enhena Town, Onakalunga, Okongo, Oidiva and Oshilonga), and **Oshana** (Omuthiya, Omangeti, Kandjeke, Oshivelo Town, Tsintsabis and /gom-khaos villages and Tsumeb Town).

Figure 1.1: The 4 regions of Namibia covered by this study



Since existing literature indicates that as high as 90 per cent of Namibian children aged between 6 and 12 years are enrolled in school, its primary target groups were therefore; school-going children including child street vendors and/or workers (as quantitative questionnaire respondents and case studies); followed by learners' parents/guardians (as key informants and focus-group discussions) school teachers as well as subsistence and commercial farmers, agricultural produce vendors, including vending school learners; and community leaders formed part of key informants and focus discussion groups.

Table 1.1 Summary of the data sources

Data type	Contact sources	No	Persons	Males	Male %	Females	Fem %	Unstated	U/s %	%
Quantitative	Respondents		845	467 ⁴	55.3	378	44.7			48.0
Qualitative	Key Informants		33	18	54.5	15	45.5			1.9
	FGDMs	18	743	339	45.6	404	54.4			42.2
	Case Studies	36	140	39	27.8	36	25.7	65	46.4	8.1
Total			1,761	863	49.0	833	47.3	65	3.7	100

1.1 Data summary for all the 4 regions**Table 1.2: Kavango region (Rundu, Ncamagoro, Epingiro, Kagune, Divundu, Diyogha and Nkurenkuru)**

Data type	Contact sources	No	Males	Male %	Female	Female %	Unstated	Unstated %	T/sample	% sample
Quantitative	Respondents	283	182	64.3	101	35.7			845	33.5
Qualitative	Key Informants	14	8	57.1	6	42.9			33	42.2
	FGDMs	439	199	45.3	240	54.7			743	59.0
	Case Studies	67	13	19.4	15	22.4	39	58.2	140	47.9
Total		803	402		362		39		1,761	45.6

Table 1.3: Caprivi region (Katima Mulilo, Sachinga, Liselo Villages, Kongola), and Sesheke Town

Data type	Contact sources	No	Males	Male %	Female	Female %	Unstated	Unstated %	T/sample	% sample
Quantitative	Respondents	151	79	52.3	72	47.7			845	17.9
Qualitative	Key Informants	8	5	62.5	3	37.5			33	24.2
	FGDMs	68	26	38.2	42	61.8			743	9.2
	Case Studies	52	21	40.4	10	19.2	21	40.4	140	37.1
Total		279	131		127		21		1,761	15.8

Table 1.4: Ohangwena region (Oshikango Town, Engela, Enhana Town, Onakalunga, Okongo and Oshilonga)

Data type	Contact sources	No	Males	Male %	Female	Female %	Unstated	Unstated %	T/sample	% sample
Quantitative	Respondents	208	110	52.9	98	47.1			845	24.6
Qualitative	Key Informants	4	3	75.0	1	25.0			33	12.1
	FGDMs	27	9	33.3	18	66.7			743	3.6
	Case Studies	11	4	36.4	7	63.6	0	0	140	7.9
Total		250	126		124		0		1,761	14.2

⁴They included 14 Zambian 5 of whom worked in Liselo and 9 in Kongola villages, and 11 Angolans, 1 who works in farms in Oshivelo, 2 who sell agricultural produce in Tsumeb, and 8 who work in Liselo Villages.

Table 1.5: Oshikoto region (Omuthiya, Omangeti, Kandjeke, Oshivelo Town, Tsintsabis and Tsumeb Town)

Data type	Sources	No	Males	Male %	Female	Female %	Unstated	Unstated %	T/Sample	% Sample
Quantitative	Respondents	203	96	47.3	107	52.7			845	24.0
Qualitative	Key Informants	7	2	28.6	5	71.4			33	21.2
	FGDMs	209	105	50.2	104	49.8			743	28.1
	Case Studies	10	1	10.0	4	40.0	5	50.0	140	7.1
Total		429	204		220		5		1,761	24.4

Due to the invisibility and complexity of child labour, this research targeted social groups either through their day-to-day duties and responsibilities or their particular life's circumstances, likely to come into contact with perpetrators and/or victims of child labour practices such as subsistence and commercial farmers and labourers, Law Enforcement Agents including border personnel, traders and street children. The data collection tools were designed in such way to enable the researchers to statistically establish the existence, magnitude and impact of child labour trends in Namibia through the four regions. Subsequently, the following four types of research tools were used:

a) A household, community and school-based pre-prepared closed-open-ended quantitative data questionnaire targeting a total of 845 school learner respondents in the four regions of:

- 151 for Caprivi;
- 283 for Kavango;
- 208 for Ohangwena; and
- 203 for Oshikoto.

Table 1.6: Quantitative data sources⁵

No	Research sites	Region	Frequency	Males	Females	%
1	Katima Mulilo Sachinga Liselo Chanpuu Kongola Sesheke	Caprivi	151	79	72	17.9
2	Rundu Ncamagoro Epingiro Kagune Divundu Diyogha Nkurenkuru	Kavango	283	182	101	33.5

⁵**Confidentiality** - Answers given to the questions in this questionnaire were treated with the highest possible confidentiality, not be used against those individuals who respond to it. As a result, those who complete it are not required to include their names.

No	Research sites	Region	Frequency	Males	Females	%
3	Oshikango Engela Eenhana Onakalunga Okongo Oidiva Oshilonga	Ohangwena	208	110	98	24.6
4	Omuthiya Omangeti Oshivelo Tsumeb Kandjeke Tsintsabis /gom-khaos	Oshikoto	203	96	107	24.0
Total			845	467	378	100

b) Qualitative data collection sources and tools:

- **Compilation of 36 case studies** - of children and young adolescents either directly or indirectly affected by agricultural child labour. Those indirectly affected could be family members, employers, neighbours and/or just friends. Others could be those exposed to agricultural child labour through their work and or their day-to-day responsibilities such as law enforcers, social and community workers and/or child rights activists.

1.2 Case studies

Table 1.7: Qualitative data - 36 case studies sources

Region	Case site	No in regions	Case study number	Female	Male	Unspecified
Kavango	Rundu		1	2		
	Rundu		2		1	
	Ncamagoro		3		1	
	Kagune		4		3	
	Epingiro		5			3
	Epingiro		6		2	4
	Epingiro		7	1	3	
	Epingiro		8	1		6
	Epingiro		9	3	1	
	Epingiro		10			3
	Epingiro		11	1		17
	Epingiro		12	3		
	Epingiro		13	1	1	1
	Epingiro		14	3	1	
	Diyogha		15			2
	Diyogha		16			2
	Diyogha		17			1
	Diyogha	18	18			?

Region	Case site	No in regions	Case study number	Female	Male	Unspecified
Caprivi	Sachinga		19	1		
	Sachinga		20			20
	Sachinga		21		1	
	Chanpuu		22	3	3	
	Katima Mulilo		23	1		
	Katima Mulilo		24		1	
	Kongola		25	2	4	
	Kongola		26	2	3	
	Kongola		27		9 Zam	
	Kongola		28	1		
	Sesheke	11	29			1
Ohangwena	Oshilonga		30	7	2	
	Kandjeke		31		1	
	Kandjeke	3	32		1	
Oshikoto	Tsintsabis		33		1	
	Tsintsabis		34			5
	Tsintsabis		35	3		
	/gom-khaos	4	36	1		
Total		36	36	36	39	65

1.3 Key informant sources by gender

Table 1.8: 33 Key informant data sources

Nr	Region	Research site	Regional no	Female	Males
1	Kavango	Rundu			1
2		Nkurenkuru			1
3		Epingiro		1	
4		Epingiro			1
5		Epingiro		1	
6		Epingiro		1	
7		Epingiro		1	
8		Epingiro			1
9		Epingiro			1
10		Epingiro			1
11		Epingiro		1	
12		Diyogha			1
13		Diyogha		1	
14		Diyogha	14		1
15	Caprivi	Katima Mulilo			1
16		Katima Mulilo		1	
17		Katima Mulilo			1
18		Katima Mulilo		1	
19		Sesheke			1
20		Sesheke			1
21		Chanpuu		1	
22		Kongola	8		1

Nr	Region	Research site	Regional no	Female	Males
23	Ohangwena	Eenhana			1
24		Kandjeke			1
25		Omuthiya		1	
26		Omuthiya	4		1
27	Oshikoto	Oshivelo			1
28		Tsintsabis			1
29		Tsintsabis		1	
30		Tsintsabis		1	
31		Tsintsabis		1	
32		Tsintsabis		1	
33		/gom-khaos	7	1	
Total		33	33	15	18

1.4 Focus group discussions meetings (FGDMs) questions

Table 1.9: Qualitative data sources - 18 focus group discussion meeting (FGDM)

Region	Research site	No of FGDM participants	Adult females	Adult males	Female youth	Male youth
Kavango 4	Ncamagoro	208	63	48	50	47
	Epingiro	157	31	23	49	54
	Diyogha	69	32	22	13	2
	Nkurenkuru	5	2	3	-	-
Caprivi 4	Sachinga	3	1	1		1
	Liselo	12	5	1	6	-
	Chanpuu	21 ⁶	2	2	4	13
	Kongola	32 ⁷	9	3	15	5
Ohangwena 3	Engela	11	5	6	-	-
	Onakalunga	6	4	2	-	-
	Oshilonga	10	1	-	8	1
Oshikoto 7	Omangeti	2	-	2	-	-
	Oshivelo	18	-	-	-	18 ⁸
	Tsumeb	16	-	-	12	4 ⁹
	Omangeti	16	4	9	1	2
	Kandjeke	8	5	3	-	-
	Tsintsabis	48	15	11	15	7
	/gom-khaos	101	20	31	32	18
18		743	199	167	205	172

⁶This group included 13 foreign workers, 8 Angolans, and 5 Zambians; 12 aged 14-17.5 and 1 aged 25 years.

⁷There were 9 Zambian male workers aged 12 to 25 years at the village headman's place.

⁸These bottle street vendor male children included an Angolan boy who works in farms.

⁹These 4 boys included and 2 Angolans.

Table 1.10: Population and gender distribution of the 4 regions of the study

Region	Population No	(%) of national population	Female	Male	Sex ratio	Children below 20 years
Caprivi	73,379	4.1	38,813	34,566	89.1	
Kavango	221,810	12.4	117,094	104,716	89.4	
Ohangwena	223,549	12.5	124,925	98,624	78.9	
Oshikoto	164,145	9.2	89,331	74,815	83.7	
Total	682,883	38.2	370,163	312,721		
Namibia	2.1m		51.5 %	48.5 %		50 %

Documentary Sources included newspapers, public libraries and Internet. Both qualitative and quantitative methods of data analysis were applied using open-ended questions to gain information on child labour from individuals and/or groups of people who are either directly or indirectly affected to understand their personal and family backgrounds, perceptions and attitudes towards their present association and involvement in child labour. This data featured case studies, derived from the grounded theory and content analysis application.

1.5 Challenges and limitations

Because studying child labour in any country is a highly complex and difficult undertaking particularly considering the thin line that exists between child labour and child socialisation in terms of cultural and traditional beliefs and practices, success or none thereof, in securing the necessary information and data depended on a number of factors. In this case the original planned period of the study appropriated coincided with the country's rain season and therefore, northern regions' cultivation period when the role of children in the agricultural sector could be most visible, it simultaneously coincided with the end of year examination and holiday period. This double coincidence meant that the research team would get limited access to children in a multiple manner, in that both households and schools would be preoccupied with the examination activities; and that once the children were in on school holidays, it would be difficult to tell the difference between children working full time and those working part time in accordance with the family traditional roles of children. This scenario meant that two round trips were carried out, the first one to explore the situation on the ground, while the second one collected the actual data. The means of transport proved another challenge as the study entailed penetration of deep forests which accommodate communal and commercial agricultural farms as well as cattle posts, a terrain that requires a strong 4x4 type vehicle, which took time to access.

2. Research findings and discussion

In the African context, more often than not child labour is regarded as part of the socialisation of the young through which they are trained to become “responsible adults”. Boys for instance, are socialised to perform tasks that are regarded as macho, whilst the girl-child tasks are those of “feminine” nature. For instance, the boy child in rural Namibia is expected to look after live-stock, whilst the girl child is expected to pound mahangu (sorghum) for household consumption. The boy child’s work is often carried out outside the homestead, whilst the girl child’s tasks are mostly concentrated within and around the household. The findings of this research points to the fact that child labour trends are prevalent in in-land areas of Northern Namibia. Traditional and cultural beliefs, expectations and practices are still used as reasons why children have to work. The results are quite clear that boys herd cattle and goats and de-bush the fields, while girls plough, plant, weed, and harvest and mind babies among other household chores. Use of school learners for family labour is quite prominent in the areas under research. Some parents withdraw their children from school during the farming season because they have no money to pay for field labour. Some even believe that God gave them children to meet their labour needs. But when does this kind of work becomes child labour and hence regarded as illegal? This kind of work becomes illegal when the child’s future live chances are affected negatively as a result of the kind of work the child carries out on a daily basis. Life chances include access to education and completion thereof.

This chapter presents and discusses the findings of this study in terms of the existence, extent and effects of child labour in the agricultural sector as derived from its various data sources in the four regions of Kavango, Caprivi, Ohangwena and Oshikoto.

2.1 Prevalence, age and gender

845 children participated in this study, of these 467 or 55.3 per cent were boys whilst 378 or 44.7 per cent were girls. With regards to regional breakdown, the largest number of working children were found in Kavango Region with 266 comprising 165 males (62 per cent) girls 101(38 per cent), followed by Oshikoto whose total sample of 203 children comprising 96 boys (47.3 per cent) and 107 (52.7 per cent) were all involved in work. Ohangwena followed with 194 children out of a regional total sample of 208 working, of whom 98 (42.8 per cent) were males, against 96 (46.2) girls. The least working children were found in Caprivi where out of a total sample of 151,132 representing 67 males (44.4 per cent) and 65 (43.0 per cent) females were working. Regionally, Caprivi had 151, Kavango had 283, Ohangwena had 208 and Oshikoto had 203 participants. Most of the children were between the ages of 10 and 17 years. Many of these children indicated that they started working from as early as 10 years of age or younger.

Figure 2.1: The pie chart shows the gender breakdown of the children interviewed

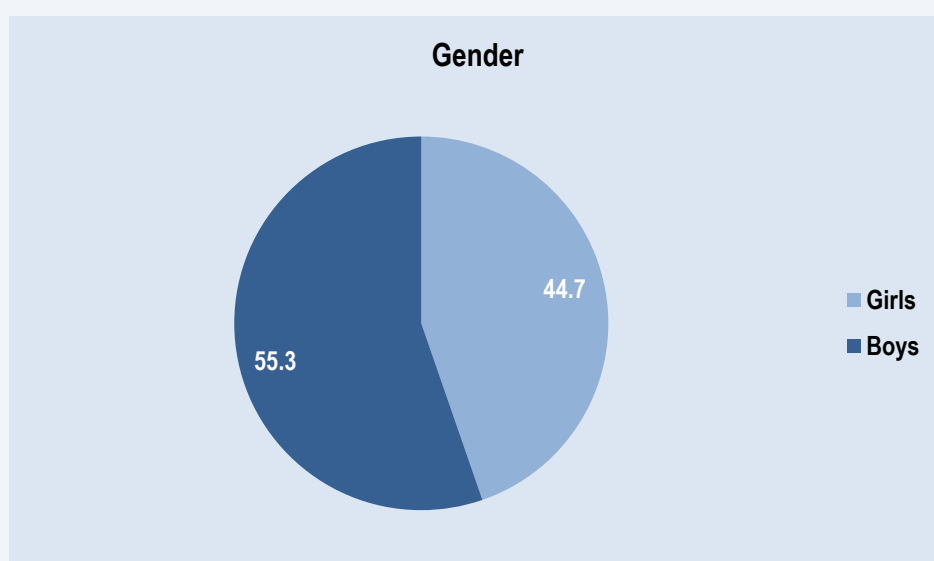
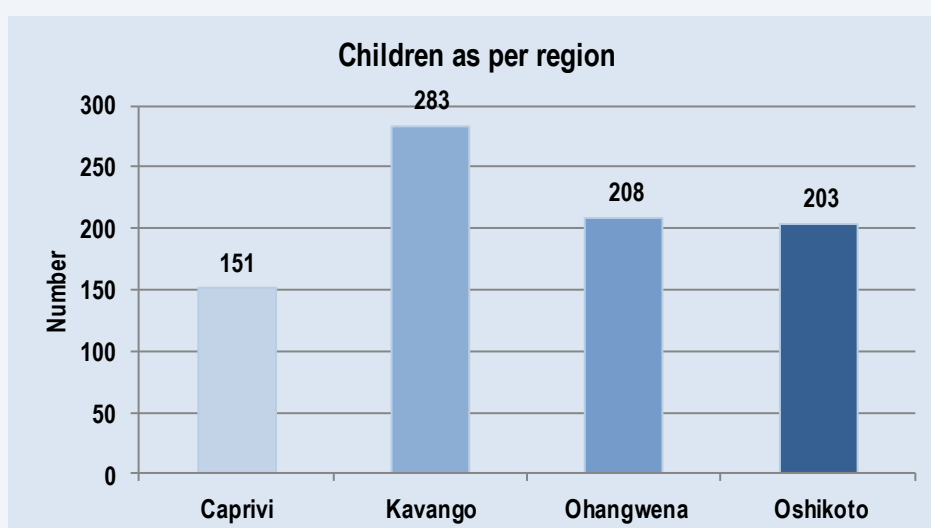


Figure 2.2: The graph shows the regional breakdown of children interviewed

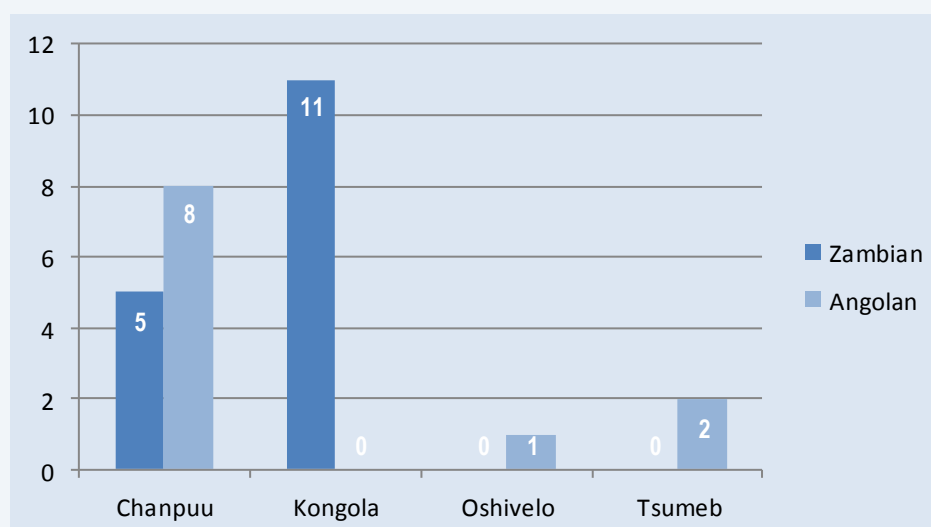


Nationality

The majority of the children that participated in the study were Namibians; however there were 27 non-Namibian children amongst them. Sixteen (16) children were of Zambian nationality, whilst 11 were Angolan nationals. Twenty-four (24) of these foreign children were aged between 14 and 17 years and 3 were between 19 and 25 years of age. Thirteen (13) of these foreign children were working in Chanpuu Village, of these 8 were Angolans and the other 5 were Zambians. Eleven Zambian children were also interviewed in Kongola Village, 1 Angolan in Oshivelo and two more Angolans in Tsumeb. These children indicated that they came to Namibia when they were around the age of 14 years and had been tilling the land and herding cattle for periods ranging between 3 years and 11 years respectively. In Caprivi and Kavango regions for instance, most of the children originated from Zambia and Angola respectively with some key informant respondents noting that these children were undocumented migrants hence were living illegally in the country. In the

regions of Ohangwena and Oshikoto, most of the children were from Angola and in Oshikoto; the majority were from the minority indigenous group, the San. This is substantiated by the graph below.

Figure 2.3: The table shows the number of non-Namibians interviewed; it also shows the villages and towns where they were based



There are numerous foreign young men working in the village homes, some plough the fields, others herd cattle and goats. Zimbabwean girls are employed as domestic workers, especially minding babies. What is most unsettling is the fact that most of such children do not have identity documents and when they get sick their employers just dump them at hospitals and leave them with nobody responsible for them. Upon death there is no one to claim their remains, currently, there are 6 bodies which have been in the mortuary for over 2 years and they will be given a paupers burial.

Child labour in Caprivi is rife, with children as young as 10 years old who work both in homes and in fields for cash; these include many Zambian and Zimbabwean children. Zimbabwean female children are recruited mainly for domestic work and baby minding, while Zambian children work in gardens and herd cattle, goats and donkeys.

The involvement of foreign children in child labour in Namibia was confirmed by a government officer in Sesheke who stated:

“...although the Angolan war has ended, and many people have returned back home, many of their children are either left behind or returned to work as labourers in local farms. So many economically desperate youths are moving from Sesheke, Shangombo and Lumbe villages into Namibia in search of paid work opportunities as herd boys, field de-bushers, ploughers, weeders and harvesters. If one visits the schools bordering the border

areas of Imosho in Sesheke District, he/she will find that most children have dropped out of school and gone to Namibia in search of work”.¹⁰

A Sesheke-based government Social Worker had this to say:

“The problem of illegal migrations between Zambia and Namibia has become too complex. A 2009 joint operation between Namibian authorities in which I had occasion to participate in had proved the existence of cross border child labour. A number of cases had been identified. One case even went to Court”.¹¹

In August 2009, the Ministries of Labour and Gender, in conjunction with Namibian Police and Zambian Social Workers from Sesheke launched a campaign against child labour in the region. They found cases of child labour, 10 compliance orders were issued to local employers employing such children as cattle herders and in fields. One child refused to return to his country and he was placed in a place of care for children at risk 10km outside town. In the opinion of one social worker, the 2009 anti-child labour campaign was too short, was mainly town-based which meant that it missed to reach out to in-land areas where the problem is believed to be rife; and highly limited follow up activities due to lack of capacity (inadequate social workers and other resources).

A follow up action in 2010 found one none-compliance case and the employer was charged with non-compliance.

Marital status

The study thought it was also important to determine the marital status of the children in order to ascertain the existence of child marriages. None of the children however indicated that they were married.

Parental status

The findings indicates that some of the children were parents themselves with few indicating that they looked after their children, whilst a significant number indicated that their children are being taken care of by a parent or guardian or acquaintance. Many also indicated that they delivered their babies at home because of long distances between their homes and the nearest health centre.

Knowledge, availability and use of birth control methods

Many indicated that they knew very little about birth control methods. Despite the prevalence of HIV/AIDS in Namibia, many of the children interviewed displayed no knowledge of how to protect themselves from HIV and other STI's. In fact, the teachers and nurses interviewed pointed to the fact that even male condoms are often not available in their areas, let alone any discussions relating to sex and female condoms.

¹⁰ Direct interview the researcher had with key informant No. 19 in Sesheke on 7 February 2011 at 1400 hours.

¹¹ Direct interview the researcher had with Key Informant No. 20 in Sesheke on Monday 7 February 2011 at 13:00 hours.

Family set-up

The study also sought to determine the nature of family structure in which these children were born. Family characteristics play a significant role in the child's decision to work or go to school. The parent's educational attainment has a significant negative effect on child labour; the effect is stronger on girls than on boys. Adult literacy levels therefore could indirectly reduce the amount of child labour. It was also very clear that in cases where parents were alive, they were either absent in the lives of the child, substance abusers, very ill (HIV+), aged, (physically weak) or severely disabled and hence not capable of disciplining or control the behaviour of their children.

Furthermore, most of the children indicated that their parents were never married with many of the parents not residing in the same household and those who were living together were cohabitating. There was a significant number who indicated that they were either half or full orphans. There is therefore a clear link between being an orphan and a child-agricultural worker in the sense that they need to look after themselves and their siblings as some of the households have become child-headed. In addition, many indicated that they either have a brother or a sister, whilst some indicated that their siblings were not alive. Interestingly, a significant number of the children were not aware if they had any brothers or sisters since they did not know about their parents or the existence of siblings. However, others indicated that they did not know the whereabouts of their siblings.

Figure 2.4: The pie-chart shows household heads in percentage terms

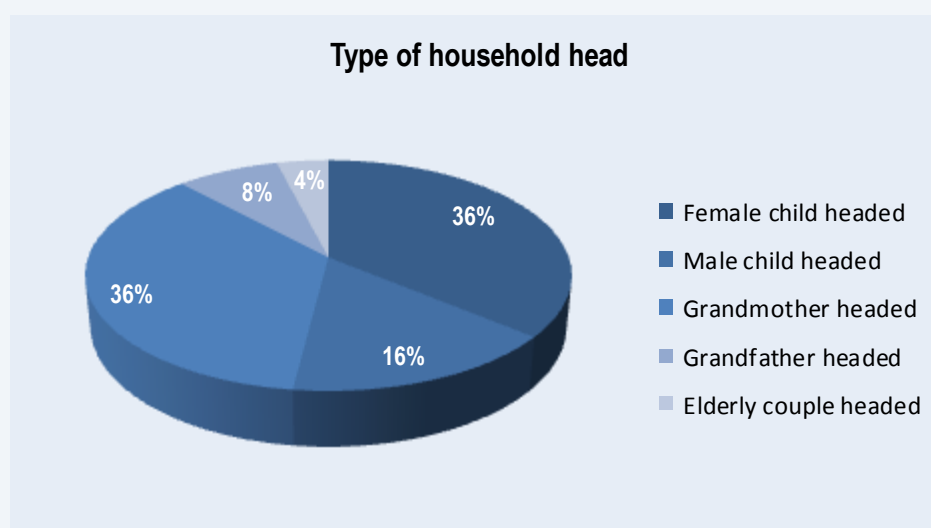


Table 2.1: This table shows the impact of orphan-hood in Namibia, it can be noted that 13 families are child headed and 11 families are headed by the elderly

Type of household head	No of child care givers	No of orphans
Child female households	9	35
Child Male households	4	10
Widows/Grandmothers Child care givers	9	23
Widower/Grandfather child care giver	1	10
Elderly couple care givers	1	18
Total	24	96

2.2 The nature and extent of work done by child labourers

Full-time vs. part-time work

Of the 845 children interviewed, 124 (65 boys and 59 girls) were working on a full-time basis, whilst the remaining 671 (361 boys and 310 girls) were working part-time. Only 50 children out of the 845 indicated that they were not working at all.

Table 2.2: Table showing the number of children employed on part time and full time basis

Region	Full time	Male	Female	Part time	Male	Female
Caprivi	11	7	4	121	60	61
Kavango	54	36	18	212	129	83
Ohangwena	20	10	10	174	88	86
Oshikoto	39	12	27	164	84	80

Part time employment promotes late coming and absenteeism as most learners work in their parents fields or work for other people to pay rent and for general maintenance.

Activities performed by the children

The findings indicate that the children carry out different kinds of activities on a daily basis. Many children indicated that they commenced their day with working in the fields until around 12 noon, after that they are expected to look after cattle, goats and donkeys. They mostly have to take the live-stock for grazing. This mixed work-load was often carried out from Monday to Saturday with Sunday mainly designated for animal herding. Many pointed to the fact that while watching after their employers' livestock, they simultaneously collected firewood and in the evening they collected water for household use.

Activities performed by children
Farming (de-bushing, ploughing, planting, weeding, protecting crops against birds and harvesting)
Grass cutting
Cattle and goat herding
Bee hives
Firewood gathering
Child minding

Place of employment and characteristics of employers

Of the 124 full-time child agricultural workers, 102 representing 82.3 per cent worked in the subsistence farming sector while 22 representing 17.7 per cent worked on commercial farms. Generally, all the part-time workers worked on subsistence farms not too far from their dwelling and studying places. All the 22 children who worked on commercial farms stated that their employers were males, while 328 (48.9 per cent) of the part time workers stated their employers were female, against 343 (51.1 per cent) who stated their employers were male. It was observed that the majority of employers were male, although the female (who often tend to be the wife of the employer) is often more involved in giving instructions on what has to be done around the workplace. The majority of the children indicated that it is often the male bosses that give them the pay especially when it is money. In cases when payments are made in kind, it is often given by the female “boss”.

Employment contracts

A contract of employment is an agreement between an employer and an employee which sets out their employment rights, responsibilities and duties, this can be verbal or written. None of the children indicated that they have a written employment contract. They however indicated that sometimes the employer communicate to them verbally about how long they will be working for them. The verbal agreement was more pronounced as far as seasonal work is concerned. At times the children enter into 3 months and sometimes up to a year verbal contracts depending on the length of the harvesting season.

Working hours per day

The majority of the children indicated that they worked an average of 11 hours from 07h00 to 18h00 hours daily. The respondents also indicated that they mostly worked for all 7 days of the week. Approximately half (335) of the 671 child part-time workers who combined work and school stated that they worked an average of 6 hours daily with their routine beginning with taking the cattle into the field, going to school and returning to herding again after school. The other half of the part-time workers missed a day or two a week to devote to earning their living on neighbours’ fields or herding animals.

Remuneration

Child workers’ earnings could be described as extremely meagre. Almost all the full-time workers earned an average of between N\$50 and N\$150 per month. Only 2 boys at one cattle post in Okongo talked about earnings of N\$200 a month. The full-time working San girls in Okongo farms said they earned N\$5 a day. Most of the part-time workers also earned N\$5 a day. It was very clear that these wages were not regular. Many children could not indicate whether this payment was weekly, monthly or yearly. A significant number of children indicated that they were paid in kind, this included food, second hand clothes and sometimes paltry things such as packets of sweets and chips, biscuits, sugar, tea or glucose.

A key informant in the Caprivi regions revealed a very disturbing trend in the area. She indicated that,

“.....child labour is rife in Caprivi. Children as young as 10 years old work both in homes and in fields for cash. They include many Zambian and Zimbabwean children. Zimbabwean female children are recruited mainly for domestic work and baby minding, while Zambian children work both in gardens and herd cattle, goats and donkeys. But usually it is not them who receive the wages for their labour; their employers pay the guardians instead”.

Payment for full time work	Payment for part time work	Payment in kind
N\$50 – N\$200	N\$5 per day	Food, Second hand clothing, packets of sweets, chips, biscuits, sugar, tea, glucose

2.3 Reasons why the children were engaged in this kind of work

Various reasons were cited why these children took up employment; however it was poverty and orphan hood that were frequently cited as the reasons why these children took up employment. It was clear that availability of parents or non-availability of parents plays a role in whether the child will take up employment or not. The results further points to the fact that some parents send their children to work on farms for two main reasons, firstly for the child to act as a bread winner or financial provider. In this case, the child is expected to receive a regular income and that income is to be used by the whole household. In this kind of arrangement, at times the wage is not given to the child directly, but to the parents or guardians. This scenario is particularly prevalent at commercial farms where in most cases the child and his/her parents were employed on the same farm and secondly for the child to be able take care of his/her own needs and not to rely on the parents. In this case, the child might receive a wage, but he/she does not necessarily need to share this wage with the rest of the family.

He or she might also be paid in kind. This was more prevalent in the cases where the children were orphans. These factors therefore contribute to an already existing cycle of poverty. Many of these children were engaged in the kind of work they are doing because their parents were either unemployed and in extreme cases were dead. If Namibia is to prevent this vicious cycle of poverty, there is an urgent need to design and implement some intervention programmes to ensure that these children do not remain trapped in poverty.

While Namibian children are not known to go to neighbouring countries to labour, because of poorer economic situations, children from Namibia's neighbouring of Zambia and Angola are often seen working in Namibia which they see as a source of better wage opportunities. In 2009 a combined operation involving Namibian Police in conjunction with the Ministries of Labour, Agriculture, Education, and Gender was carried out in 100 camps over a radius of 100km.

A total of 20 boys were found working for wages and some cases were taken to the Courts of Law; some are still on-going. According to this group, while Namibia's economic growth has a very positive effect on the citizens generally, with advanced service delivery in health, education, communication, employment and infrastructure, it equally has a negative

effect on them. Currencies across Kasane and Sesheke borders into Zimbabwe and Zambia are far poorer than the Namibian dollar, so their nationals troop into Namibia in search of paid work hence there is a lot of competition for labour from employers.

In Nkurenkure school learners do part time jobs such as cattle herding, de-bushing, ploughing, weeding and harvesting. This results in frequent school absenteeism and late school attendances. AIDS victim mothers are often too sick to work in the fields, herd cattle and goats and pound mahangu, hence they often keep their children at home to undertake such tasks.

A case in point is where 5th and 7th grade learners are often late or miss at least 2 days of schooling a week. Schools do not have full time counsellors but they depend on teachers apportioning part of their teaching time to attend to counselling needs with the result that most learners in difficult situations end up appearing before the school's Disciplinary Committee (DC) even for minor issues.

A male church elder pointed out that he understands Churches in Namibia are advocating for the establishment of BIG Fund (Basic Income Grant). He is looking forward to it as he believes N\$100 provided to every poor person will help to change their lives as more people will have some food security and can afford to pay school fees for their children other than allowing them to engage in part time labour.

The other reason for prevalent child labour is that although the Angolan war has ended, and many have returned home, many of their children are either left behind or return to work as labourers de-bushing fields, tilling the land and weeding. Economically desperate people are moving from Sesheke, Shangombo and Lumbe villages into Namibia in search of paid labour opportunities as herd boys, field de-bushing, ploughing, weeding and harvesting. He adds that if one visits the schools bordering the border areas of Imosho in Sesheke District, you will find that most children have dropped out of school and gone to Namibia in search of work.

Reasons for children working on the farms

Reasons	Related reasons
Family poverty	Parent/guardian migration
Food insecurity	High teenage pregnancy rates
Parental deaths	Increasing child headed households
	Increasing number of learners entering the street vending world
	High rates of alcohol abuse
	High unemployment rates
	Lack of support

Orphanage

497 of the 845 children were half orphans, whilst 152 children were double orphans. With regards to who of the parents was dead, it was most likely to be the father. A death of one or both parents was also cited as one reason why some children are forced to fend for themselves at an early age. It was noted that 40 per cent of the learners at one particular school were either single or double orphans and many of the children come from

single-parent families. While child grant is available for many of these children, such grants are received by the parents or guardians on behalf of the children and often times used for purposes other than paying for school fees and buying books for the learners.

Table 2.3: Table showing the number of orphans in the regions of Namibia who took part in the study

Double orphans	Male	Female
152	97	55
Single orphans		
345	192	153

2.4 Effect of work on schooling and education

A large number of the children indicated that they were not attending school, some used to attend school and have dropped out due to lack of financial support. Many of the reasons cited for dropping out of school were directly linked to poverty. The children indicated that they dropped out of school due to lack of money to pay for school fees, to buy school uniform and to buy books. These reasons were mainly cited by children who are orphaned. Some of the children indicated that their parents were alive, but because they are unemployed, they had to drop out of school. A significant number of the children indicated that due to lack of parental supervision, they dropped out of school because they were performing poorly academically. This notion is reinforced by the fact that 105 out of the 845 children were school drop-outs. More boys than girls were school drop-outs. Due to lack of parental supervision, there was often no one to ensure that these children have done their homework.

Out of a total of 350 learners enrolled at a school in Katima Mulilo, 20 learners dropped out, leaving 330 by the end of the year. There is high evidence of frequent absenteeism and late coming given the long distance between villages and the school. The learners usually come to school on empty stomachs resulting in them renting small huts nearer the school with the result that they (learners) have no family care and supervision as well as enough money to live on. Resultantly, learners have to work in nearby farms for money to support themselves.

Table 2.4: Table shows school drop outs and those still in school by gender

Drop out	Male	Female
105	54	51
Still in school	413	327

Teachers noted that sometimes these children only go to class three times a week and not 5 times and hence they lag behind in school work. The researchers also had a chance to peruse the attendance registers at some schools. It was clear that the children who were pointed out as child labourers were often absent from school much more in comparison to those who were not working. Follow-up conversation with teachers also pointed to the fact that many of the children performed very poorly and often failed the grades. The high drop-out and failure rate means that many do not complete school.

“Child work’s impact manifests in dropping out-of-school, and often times, in the risks children involved in it face, especially as they are forced to graze cattle and goats in open fields far away from homes and are exposed to a lot of dangers.”¹²

These sentiments were reiterated by all the 140 persons whose stories featured in this study’s 36 case studies.

One young woman who says she dropped out of school due to lack of money now has 4 children, 2 of whom are still between 5 and 7 years old. Their father works as a charcoal burner but never brings any money home. She has 2 brothers, one in school and 1 still at home because of lack of money. The older children who attend school also work on farms for money. That is the way the family survives. She has no alternative.¹³

Lack of government feeding programs was also cited as a contributing factor to school drop-outs and subsequent farm work. This is therefore directly related to lack of food. Parental divorce or separation was also cited as a contributing factor. A significant number of the children indicated that after the official separation of their parents, they suffered emotional pain to the extent that their academic performance was severely affected.

To improve human capital and reduce the incidence of child labour in Namibia, the government and other relevant development partners need to reduce poor families’ schooling costs, address the constraints on schooling in rural areas (where most children must work at least part-time), and provide better education (more relevant to the needs of the labour market). If these things are done, more families may decide that schooling is a viable option as opposed to child labour for their children.

One constraint to Namibia’s availability of skills and hampering economic progress and development relates to lack of adequate human capital development. The data does show that even in a country such as Namibia which is regarded as low middle income country poverty is a major contributing factor to child labour. But poverty is significantly correlated with the decision to send children to school, and there is a significant negative relationship between going to school and working. Increased demand for schooling is the most effective way to reduce child labour and ensure that Namibia’s much needed human capital is achieved. The high cost of schooling and the poor quality and irrelevance of the content of the school curriculum has also pushed many children into work.

2.5 Effects of work on the general and reproductive health of the children

Agricultural work carried out by children coupled with lack of biological parental supervision can expose children to physical and social environments conducive to high-risk sexual behaviour. Because child labour is significantly correlated with infectious diseases among children, including HIV/AIDS, interventions that reduce child labour rates could have a direct health benefit. The respondents indicated that malaria, TB and in some cases STDs were the illnesses that were most prevalent amongst child labourers. Due to lack of proper adult supervision and lack of information owing to lack of education, the majority of these

¹²Key Informant No. 23 in Eenhana on 11 February 2010 at 16:30 hours.

¹³Case Study No. 6 in Epingilo Village on Friday 5 February 2011 at 1300 hours.

children did not always observe the symptoms on time. Treatment was however sought from the nearest clinic, hospital and home. Many of the children looked minuet in physical appearance. This could be attributed to the fact that many carried out heavy work that are physically strenuous and hampered their physical development. It was also clear that some children did not portray full mental development expected of a child of a particular age. Some could hardly provide logically flowing responses to our questions. Some ran away when they saw the research team approaching. This behaviour could either be attributed to the fact that they were generally shy or perhaps were not allowed to interact with strangers.

2.6 General risks and dangers faced by child agricultural labourers

Much of the working conditions of child labourers borders on general exploitation, physical and mental abuse. Many child labourers indicated that at times they have to endure beatings by their employers or other adults; these take the form of punching and kicking. San children in the Ohangwena region in particular expressed fear of sexual violence. One particular girl talked about how she was forced into a sexual relation with an older man and fell pregnant. These children are also most likely to be victims of substance abuse, both as users or suffer after someone else has abused alcohol or drugs in the family. This problem was more prevalent amongst the San community in Tsintsabis near Tsumeb in the Oshikoto region.

2.7 Social and legal protection of child agricultural workers

Child labourers can be extremely lonely and hence vulnerable. The findings however indicate that most of the children said they sought advice and assistance from higher authorities such as the headman and in some cases from social workers. A key informant who is a social worker at Katima Mulilo said that:

“...what is most unsettling is the fact that most of these children do not have identity documents. When they get sick their employers just dump them and leave them with nobody responsible for them. And when any one of them dies, there is nobody to claim their remains. Currently, there are six bodies which have been in mortuary for over 2 years. They will eventually be buried incognito”.

She believes that what Caprivi needs is a lot of NGO work to compliment government efforts.

2.8 Future plans of child agricultural workers

It was clear that the children did not want to remain labourers. Many of the children indicated that they wish to start or return to school. There were a few who indicated that they wish to acquire a skill such as wood carving. Some wish to get a job elsewhere especially in the formal sector.

2.9 Summary, conclusion and recommendations

The report recommends the following:

- a national anti-child labour campaign should be held at national level and follow-ups should be done to ensure that child labour is done away with for good;
- mass production of trained labour and education inspectors, as well as social workers and psych social counsellors;
- improved educational facilities for young learners to remain and complete school and attain practical skills with which they can earn their living without resorting to cheap labour by exploitative farmers;
- immediate practical strategies to alleviate rural poverty a lot of NGO work to compliment government efforts;
- Zambia and Namibian authorities need to continue working closely together to eliminate the complex problem of child labour;
- Government must introduce hostels for learners whose homes are too far away from schools; school feeding must be extended to all learners and not just the lower classes;
- improved programmes to alleviate the impact of HIV and AIDS on families especially in terms of the orphans burden on the elderly, and social workers must follow up on HIV positive orphans and elders to ensure that they stop drinking and take their ARVs so that they can live longer;
- rural electrification should be done so that people do not have to hunt for or employ foreign young men to search for firewood for them;
- undocumented Zambian workers are dangerous in that they can commit crimes and go back to their country and it will be difficult to track down the perpetrators, the 15 days border personnel give them isn't enough to facilitate working for enough money to return to their countries and re-enter legally;
- only adults should be allowed to enter the country for work and not minors as is often the cases now;
- SADC Governments should reduce tariffs for papers so that people intending to work in neighbouring countries can afford them;
- SADC country governments need to work closely together to prevent and protect their citizens, especially children, from such exploitative situations;
- the school feeding programme should benefit all learners, and not only a few;
- it is important that rather than regarding school hostels as not a necessary and integral component of education, Government needs to begin to see school hostels as important as it is taking education itself. Therefore, Government must identify strategically central locations to build hostels for learners who need them;

- government should speed up the process of identifying OVCs which currently takes over a year;
- the Birth Certificate policy needs to be reviewed;
- community social workers and counsellors should work closely with law enforcers to curtail learner abuse of alcohol and in this regard, Government must consider appointing professional counsellors for schools rather than teachers combining their teaching loads with counselling;
- government should step the fight against shebeens and beer holes which are now too numerous and having a negative impact on school learners;
- the school should be electrified so that it can also access modern technology such as a TV and computers for both learners and teachers;
- the Ministry of Education should introduce extracurricular activities and recognize promotional subjects such as sport and art as potential career subjects;
- the Ministry of Education should post qualified teachers to the school and should provide decent housing for teachers;
- government should train local youths who understand the community's problems to serve it rather than bringing strangers who don't understand their specific needs;
- hospitals and clinics should be nearby so that they do not have to travel long distances to get medical attention;
- schools should be nearby to cut distances that the learners travel as this will alleviate the issue of absenteeism and school drop- out;
- the Ministry of Education must find a more effective of implementing both the National Assistance and the School Development Fund to ensure they meet the need for which they were set up and made available for and BIG must be institutionalized to alleviate rural poverty.

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Annex: Summary of key informant sources and results by gender

Region	Research site	Regional no.	Female	Male	Knowledge	Causes	Consequences	Recommendations
Kavango	Rundu			1	yes	Poverty, food insecurity, parent death/orphan-hood	Tiredness, Lateness and absenteeism at school, Poor school performance, Loss of interest in school/life, School drop-out, Reduced national value	Increase govt poverty alleviation/food security programs
	Nkurenkuru			1	yes	Inadequate resources, skilled manpower and service delivery to compliment government efforts	same	Increase rural poverty alleviation programs; Mass anti child labour campaigns; Mass production of labour inspectors, social workers and counsellors; Introduce practical subjects in all schools
	Epingiro		1		Yes	Family Poverty/early Parental deaths/orphan-hood	same	Increase government support programs
	Epingiro			1	Yes	same	same	same
	Epingiro		1		yes	same	same	same
	Epingiro		1		yes	same	same	same
	Epingiro		1		yes	same	same	same
	Epingiro			1	yes	same	same	same
	Epingiro			1	yes	same	same	same
	Epingiro		1		yes	same	same	same
	Diyogha			1	yes	same	same	same
	Diyogha		1		yes	same	same	same
	Diyogha	14	(6)	1 (8)	yes	same	same	same

Region	Research site	Regional no.	Female	Male	Knowledge	Causes	Consequences	Recommendations
Caprivi	Katima Mulilo			1	yes		same	same
	Katima Mulilo	1			yes		same	same
	Katima Mulilo			1	yes		same	same
	Katima Mulilo	1			yes		same	same
	Sesheke			1	yes	Regional economic imbalances	same	SADC should address problem
	Sesheke			1	yes	Regional economic imbalances	same	same
	Chanpuu	1			yes	Family Poverty/early parental deaths/orphan-hood	same	Increase government support programs
	Kongola	8	(3)	1 (5)	yes	Family Poverty/early parental deaths/orphan-hood	same	Increase government support programs
Ohangwena	Eenhana			1	yes	Lack of complementally service delivery; Regional economic imbalances	same	NGOs should spread to rural areas to complement existing government efforts
	Kandjeke			1	yes		same	
	Omuthiya	1			No	Public unawareness	same	Community solidarity/vigilance/public awareness
	Omuthiya	4	(1)	1(3)	No	Public unawareness	same	Community solidarity/vigilance/public awareness
Oshikoto	Oshivelo			1	No sure	Perhaps disadvantaged San community youths	same	
	Tsintsabis			1	yes	Community backwardness/Poverty/early parental deaths/orphan-hood	same	
	Tsintsabis	1			yes	Same	same	
	Tsintsabis	1			yes	Same	same	
	Tsintsabis	1			yes	Same	same	
	Tsintsabis	1			yes	Same	same	
	/gom-khaos	7	1 (5)	(2)	yes	Same	same	
Total	33	33	15	18	303	33		

Focus discussion ground meetings (FDGMs)

Region	Research site	No. of FGDM participants	Adult females	Adult males	Female youth	Male youth	Knowledge	Causes/reasons/challenges	Consequences	Recommendations
Kavango 4	Ncamagoro	208	63	48	50	47	Yes, common	Poverty, Food insecurity; Education cost, school fund, orphan-hood; Disability; poor service delivery, inaccessibility to govt grants, Social discrimination, widespread alcohol/drug abuse, lack practical skills and income generating projects, no access to loans and birth certificates, ignorance on value of education, increase social amenities, workers and counsellors, sickness and hospital distances,	Heavy workload, frequent lateness/absenteeism, poor school performance, school drop-out, farm work and prostitution for survival	Govt community practical projects to create income/improve communities socio- economic conditions, Vocational training centres, Increase no of health centres and secondary schools, community workers/counsellors, regulate alcohol consumption, re-introduce separate schools for boys and girls and hostels for learners whose homes are too far from school; institutionalize BIG to alleviate poverty
	Epingiro	157	31	23	49	54	same	Same		
	Diyogha	69	32	22	13	2	same	Same		
	Nkurenkuru	5 (439)	2	3	-	-	Yes, local/foreigners	Same		Universal School feeding program, promote more pro-active poverty alleviation national programs

Region	Research site	No. of FGDM participants	Adult females	Adult males	Female youth	Male youth	Knowledge	Causes/reasons/challenges	Consequences	Recommendations
Caprivi 4	Sachinga	3	1	1	-	1	same	same		improve service delivery of national Assistance and School Development Fund; change teachers' housing policy
	Liselo	12	5	1	6	-	same	same		
	Chanpuu	21 ¹⁴	2	2	4	13	same	same		Govt to reduce pension age from 60 to 55; rural electrification
	Kongola	32 ¹⁵ (68)	9	3	15	5	same	same	Undocumented foreign child workers are a threat to safety and security of communities	Only foreign adult workers should allowed; SADC govts to reduce tariffs for travel papers;
Ohangwena 3	Engela	11	5	6	-	-	same	same		Public sensitization committees on child labour
	Onakalunga	6	4	2	-	-	same	Teenage pregnancies, lack of role models, high rate of single parent families, breadwinner deaths and remarriages and family confusion		Review readmission conditions for teenage mothers, failure learners repeat and birth certificates policies;
	Oshilonga	10 (27)	1	-	8	1	same	same		Improve govt orphan support programmes

¹⁴This group included 13 foreign workers, 8 Angolans, and 5 Zambians; 12 aged 14-17.5 and 1 aged 25 years.

¹⁵There were 9 Zambian male workers aged 12 to 25 years at the village headman's place.

Region	Research site	No. of FGDM participants	Adult females	Adult males	Female youth	Male youth	Knowledge	Causes/reasons/challenges	Consequences	Recommendations
Oshikoto 7	Omangeti (s)	2	-	2	-	-	Yes, common	same		Universal free education up to university
	Oshivelo	18	-	-	-	18 ¹⁶	same	same		
	Tsumeb	16	-	-	12	4 ¹⁷	same	same		
	Omangeti (v)	16	4	9	1	2	same	Poor access to water		Access to water, prosecute parents/guardians who use children for work
	Kandjeke	8	5	3	-	-	same	same		Improve identification/registration of OVCs
	Tsintsabis	48	15	11	15	7	same	Backwardness/nomadic life, Social discrimination, lack of access to govt social programmes (BIG, OVCs, NSF		Old people's homes, coffin manufacturing, adult literacy, modern amenities of water and electricity and good housing
	/gom-khaos	101 (209)	20	31	32	18	same	same		
18	Total	743	199	167	205	172				

¹⁶These bottle street vendor male children included an Angolan boy who works in farms.

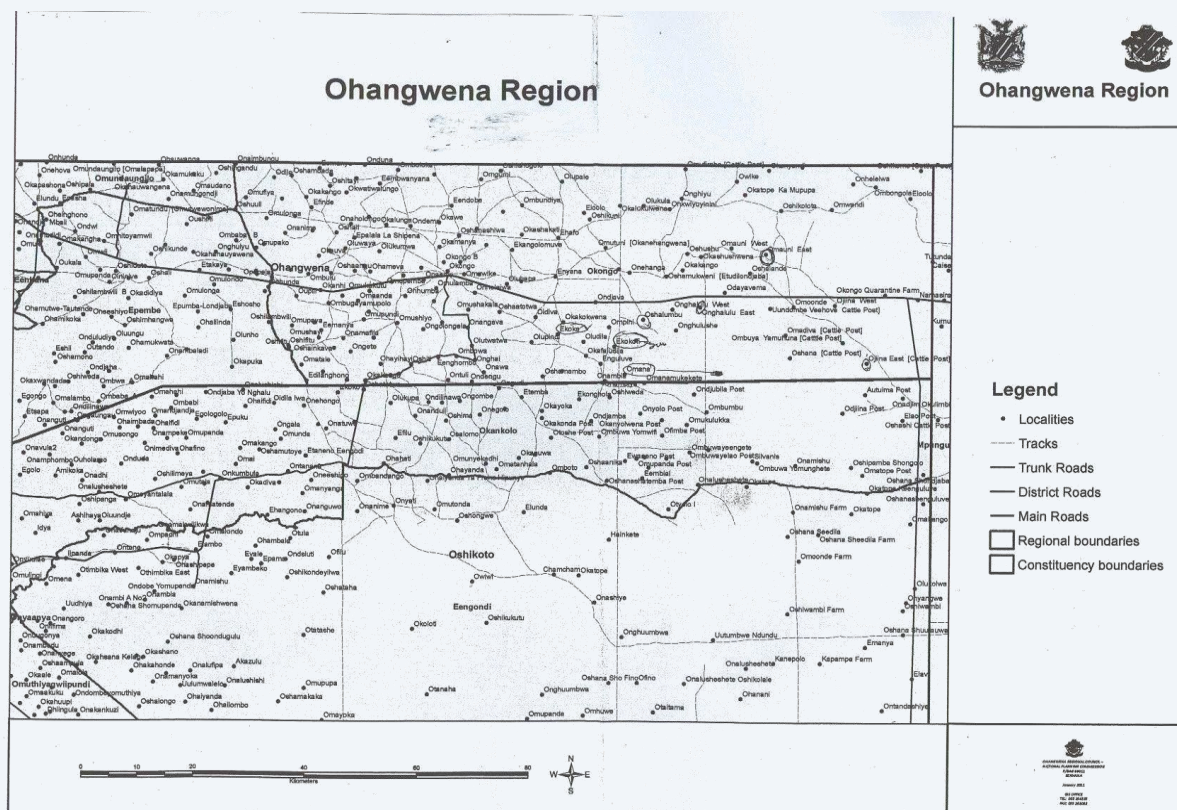
¹⁷These 4 boys included 2 Angolans.

Case Studies: Causes, consequences and recommendations

Region	Case site	No. in regions	No.	Females is C/S	Males in C/S	Unstated gender of persons in C/S	Knowledge	Causes	Consequences	Recommendations
Kavango 18	Rundu		1		2		Yes	Orphan-hood, food insecurity	Poor school performance	School feeding programme
	Rundu		2			1	yes	poverty	School drop-out, farm work	
	Ncamagoro		3			1	yes	Paternal exploitation	No education, farm work	
	Kagune		4			3	yes	Orphan-hood	No education, farm work	
	Epingiro		5				3 yes	same	Children not in school	Improve govt service delivery
	Epingiro		6			2	4 Yes	Poverty, irresponsible husband	Poverty, school drop-out	
	Epingiro		7		1	3	Yes	Orphan-hood	No school, farm work	
	Epingiro		8		1		6 Yes	Child-headed family, poverty	No school, farm work	
	Epingiro		9		3	1	Yes	same	No school, farm work	
	Epingiro		10				3 Yes	same	No school, farm work	Improve child grant guidelines
	Epingiro		11		1		17 Yes	Grandparent caregivers	No school, farm work	
	Epingiro		12		3		Yes	Child-headed family	No, school, teen pregnancy	
	Epingiro		13		1	1	1 Yes	Teen mother orphan care-givers	No school, farm work	
	Epingiro		14		3	1	Yes	Orphan-hood, no support	Farm work, school drop out	
	Diyogha		15				2 Yes	Child-headed family	No school, farm work	
	Diyogha		16				2 Yes	same	No school, farm work	Resume govt grant

Region	Case site	No. in regions	No.	Females is C/S	Males in C/S	Unstated gender of persons in C/S	Knowledge	Causes	Consequences	Recommendations
Caprivi 11	Diyogha		17				1 Yes	Poverty	No school, farm work	Govt assistance
	Diyogha	67	18	(15)	(13)	?(39)	Yes	Poverty	Farm work, no school	
	Sachinga		19	1			Yes	Poverty	School drop-out, farm work	
	Sachinga		20				20 Yes	Poverty	Poor school performance, school drop-out, farm work	
	Sachinga		21		1		Yes	Maternal death/child abuse	School drop-out, farm work	Govt grant supervision
	Chanpuu		22	3	3		Yes	Poverty, AIDS deaths	School drop-outs, farm work	Reduce pension age, counsellors/social workers, rural electrification
	Katima Mulilo		23	1			Yes	Orphan-hood	School drop-out, farm work	
	Katima Mulilo		24		1		Yes	Foreign poverty and work	Community insecurity	
	Kongola		25	2	4		Yes	Orphan-hood	School drop-out, farm work	
	Kongola		26	2	3		Yes	Orphan-hood	Farm work, No school	Child grants
	Kongola		27		9-Zam		Yes	Lack of local labour	Dangerous foreign labour	Legalise foreign labour
Ohangwena 3	Kongola		28	1			Yes	Child-headed family	School drop-out, teen mum	
	Sesheke	52	29	(10)	(21)	1 (21)	Yes	Foreign child labour	Illegal migration	
	Oshilonga		30	7	2		Yes	Child-headed families	No school, child labour	Govt programmes and OVC grant
	Kandjeke		31		1		Yes	Poverty	School drop-out, farm work	
	Kandjeke	11	32	(7)	1 (4)	(0)	Yes	Parental irresponsibility	School drop-out, farm work	

Region	Case site	No. in regions	No.	Females is C/S	Males in C/S	Unstated gender of persons in C/S	Knowledge	Causes	Consequences	Recommendations
Oshikoto 4	Tsintsabis		33		1		Yes	Poor repeat policy impl	School drop-out, farm work	Change education policy
	Tsintsabis		34				5 Yes	Poverty	School drop-put, farm work	same
	Tsintsabis		35	3			Yes	Poverty/food insecurity	No school, farm work	
	/gom-khaos	10	36	1 (4)	(1)	(5)	yes	Poor repeat policy imp	School drop-out, farm work, teen pregnancy	same
Total		140	36	36	39	65				



7.2. 845 Respondents closed-open-ended research questionnaire for a qualitative and quantitative research on child labour in the agricultural sector in Namibia

1. Child agricultural workers/labourers' personal particulars (Please tick the answer that is relevant to you only)

- 1.1. What gender are you? Male ☐ Female ☐
- 1.2. What is your age? _____
- 1.3. Which ethnic group do you come from?
- Damara ☐ Nama ☐ Herero ☐ Lozi ☐
- Ovambo ☐ Owanyama ☐ Coloured ☐ Buster ☐ White ☐
- 1.4. What is your nationality? _____
- 1.5. What City/Town/Place do you live in? _____
- 1.6. What is your marital Status?
- Single ☐ Married ☐ Separated ☐ Widowed ☐ Divorced ☐ Cohabiting ☐

2. Child agricultural workers/labourers' family background (Please tick the answer that is relevant to you only)

2.1. Father:

- Alive ☐ Dead ☐

2.2. Father's Marital Status:

Single ☐ Married ☐ Separated ☐ Divorced ☐ Remarried ☐ Widowed ☐ Cohabiting ☐

2.3. Mother:

Alive ☐ Dead ☐

2.4. Mother's Marital Status:

Single ☐ Married ☐ Separated ☐ Divorced ☐ Remarried ☐ Widowed ☐ Cohabiting ☐

3. Child agricultural workers/labourers' siblings

3.1. Do you have any siblings? Yes ☐ No ☐

3.2. How many siblings altogether? _____

3.3. How many of your siblings are girls (sisters)? _____

3.4. How many of your sisters are step sisters? _____

3.5. How many of your siblings are boys (brothers)? _____

3.6. How many of your brothers are step brothers? _____

3.7. How many of your siblings died? _____

4. Child agricultural workers/labourers' educational background

4.1. What education did you reach? *(Please tick the answer that is relevant to you only)*

4.2. Highest Grade attained:

None ☐ below Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐

Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ Tertiary ☐

4.3. When did you reach this last Grade? _____

4.4. What were the reasons for stopping school?

Peer pressure ☐ Teenage pregnancy ☐ Lack of money ☐ Parental death ☐

Parental divorce ☐ Family confusion ☐ Lack of proper family ☐ Failed exams ☐

5. Child agricultural workers/labourers work circumstances *(Please tick the answer that is relevant to you only)*

5.1. What you are doing for a living? Working: Schooling ☐ Nothing ☐

5.2. Are you involved in any work at all? Yes: ☐ No ☐

5.3. What type of work are you involved in?

Fetching water for the family: Yes ☐ No ☐

Searching for firewood for my family: Yes ☐ No ☐

Cooking for the family: Yes ☐ No ☐

Herding family animals (cattle, goats, sheep):	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Working in the family garden:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Selling food from the family garden:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Working for money at the farm:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Working for money as an animal herder (cattle, goats, sheep):	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Working for money as a wood cutter:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5.4. Are you doing it on a full-time basis?	Yes: <input type="checkbox"/>	No <input type="checkbox"/>
5.5. How many hours do you work a day?		
2 hours a day <input type="checkbox"/>	More than 4 hours a day <input type="checkbox"/>	More than 5 hours a day <input type="checkbox"/>
5.6. When did you start?		
This week <input type="checkbox"/>	Last month <input type="checkbox"/>	Last year <input type="checkbox"/>
Some years back <input type="checkbox"/>		
5.7. Why did you start		
Poverty <input type="checkbox"/>	Pregnancy <input type="checkbox"/>	Peer pressure <input type="checkbox"/>
No parental care <input type="checkbox"/>		
Family confusions <input type="checkbox"/>	To support Sick parents/guardians <input type="checkbox"/>	To support siblings <input type="checkbox"/>
5.8. Where do you operate from?		
Home <input type="checkbox"/>	Farm <input type="checkbox"/>	Well/River <input type="checkbox"/>
Forest/Bushes <input type="checkbox"/>		Streets <input type="checkbox"/>
5.9. How do you operate?		
Alone <input type="checkbox"/>	In a Group <input type="checkbox"/>	
If you are in a group, does it have a leader?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

6. Direct effects of work on the child agricultural workers/labourers' schooling

6.1. Does this work affect your school attendance or performance?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
6.2. Community vigilance. If yes, to what extent?		
I am always tired <input type="checkbox"/>	I don't have enough time to do my school homework <input type="checkbox"/>	
I sometimes miss school <input type="checkbox"/>	My school work is poorer than my peers <input type="checkbox"/>	I have dropped out of school <input type="checkbox"/>

7. Employment conditions of child agricultural workers/labourers

7.1. Have you ever been hired as a Child Farm Worker/Labourer?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
7.2. When were you hired?	Last week <input type="checkbox"/>	Last month <input type="checkbox"/>
	Last year <input type="checkbox"/>	Some years ago <input type="checkbox"/>

7.3. Who hired you?

A family member/relative ☐

A neighbour ☐

A job recruitment agent ☐

A fellow child labourer ☐

A farmer ☐

7.4. Were you given a written work contract?

Yes ☐

No ☐

7.5. Who processed it?

Self ☐

Employer ☐

Employment agents ☐

Friends ☐

7.6. Which specific place do you work?

In a home ☐

On a Farm ☐

In a Factory ☐

In a shop ☐

7.7. Is your work in a different place from your home?

Yes ☐

No ☐

7.8. What type of transport did you use to reach your work place?

Foot ☐

Car ☐

Truck ☐

Bus ☐

Train ☐

Aircraft ☐

Boat ☐

7.9. To where?

My village ☐

My Region ☐

My country ☐

Outside my country ☐

7.10. How long have you been working?

Few days ☐

Weeks ☐

Months ☐

Years ☐

7.11. Is your work profitable?

Yes ☐

No ☐

7.12. How much money do you earn per day?

N\$10 ☐

N\$50 ☐

N\$100 ☐

N\$200 ☐

N\$300 ☐

N\$400 ☐

N\$500 ☐

N\$700 ☐

N\$800 ☐

N\$1,000+ ☐

N\$2,000+ ☐

7.13. How do you use your income?

Food ☐

Clothing ☐

Rent ☐

School fees ☐

Group ☐

7.14. Do any of your friends/relatives work as child agricultural workers/Labourers?

Yes ☐

No ☐

8. About the Employers of Child Farm Workers/Labourers – the person who pays for their work/labour: *(Please tick the answer that is relevant to you only)*

8.1. Employer's gender: Male ☐

Female ☐

8.2. Employer's race:

African ☐

Coloured ☐

European ☐

Asian ☐

Other ☐

8.3. Employer's age:

Young ☐

Middle age ☐

Elderly ☐

Very old ☐

8.4. Employer's residential area:

Informal settlement ☐

Location ☐

City centre ☐

Low density area ☐

8.5. Employer's marital status:

Single ☐

Married ☐

Separated ☐

Divorced ☐

Widowed ☐

Remarried ☐

8.6. Employer's educational status:

Educated ☐

Not educated ☐

8.7. Employer's occupation:

Farmer ☐

Trader/salesman ☐

Taxi/bus/truck driver ☐

Tourists ☐

Civil servant ☐

Hotelier/bar attendant ☐

Law enforcement (police/army/immigration/customs) ☐

9. On the health of child agricultural worker/labourers

- 9.1. Have you ever suffered any sickness during your work experience? Yes ☐ No ☐
- 9.2. What types? Malaria ☐ Fever ☐ TB ☐ STDs\HIV-AIDS ☐
- 9.3. Did you receive treatment? Yes ☐ No ☐
- 9.4. From which place were you treated? Clinic ☐ Hospital ☐ African doctor ☐ At home ☐

10. On the reproductive health of child worker/labourers

- 10.1. Have you ever been pregnant? Yes ☐ No ☐
- 10.2. How many times? _____
- 10.3. By whom? _____
- 10.4. Do you prevent pregnancy? _____
- 10.5. How do you prevent pregnancy? Contraceptives ☐ Traditional methods ☐ Abstinence ☐
- 10.6. Do you have children? Yes ☐ No ☐
- 10.7. How many children do you have? _____
- 10.8. How old are the children? 1st child ☐ 2nd child ☐
- 10.9. How many children died? _____
- 10.10. How many miscarriages or abortions did you have? _____
- 10.11. With whom do the children live? Self ☐ Their father ☐ My parents ☐ My mother ☐
My father ☐ My sister ☐ My aunt ☐ My Uncle ☐ Cousin ☐ Aunt ☐
Girlfriend ☐ Grandparents ☐ Grandmother ☐ Grandfather ☐ Mother's friend ☐
Father's relatives ☐ Independent adults ☐
- 10.12. Do you contribute towards the children's upkeep? Yes ☐ No ☐
- 10.13. If their father doesn't keep them, does he contribute to their upkeep? Yes ☐ No ☐
- 10.14. Do they go to School? Yes ☐ No ☐
- 10.15. Who pays for their school? Self ☐ Their father ☐ My Parents ☐ My Mother ☐
My father ☐ My sister ☐ My cousin ☐ My aunt ☐ My grandparents ☐
My grandfather ☐ My grandmother ☐ My mother's friend ☐ Father's relatives ☐
Social welfare ☐ SOS ☐
- 10.16. What plans do you have for your children?
- None ☐ Good education ☐ Good/better ☐ Life ☐ None ☐ Good education ☐
Better than mine ☐ Don't know ☐

11. Risks and dangers child farm workers/labourers face

11.1. What risks and dangers do you face?

Forced to work ☐ Physical beatings/assault (violence) ☐ Robbed ☐

Abandoned/marooned/homeless ☐ Rape ☐ Hunger ☐ Sold ☐ Prostituted ☐

11.2. Have you ever suffered any violence in your child labour experience? Yes ☐ No ☐

11.3. What kind of violence did you experience?

Harassment ☐ Insults ☐ Assaults ☐ Beatings ☐ Theft ☐ Rape ☐ Hunger ☐

Other ☐

11.4. Who inflicted the violence on you? Employer ☐ Neighbours ☐ Police ☐ Friends ☐

11.5. What objects were used to violent you? Knife ☐ Bottle ☐ Fist ☐ Feet ☐ Belt ☐

Stones ☐ Gun ☐ Dogs ☐ Cups ☐ Hot Water ☐

11.6. Have you ever been arrested/jailed in your child labour experience? Yes ☐ No ☐

11.7. If so, what crimes were you arrested and/or jailed for? Fighting ☐ Drunkenness ☐ Stealing ☐

Illegal migration ☐ Murder ☐

12. On illicit drug use among child agricultural workers/labourers

12.1. Do you use illicit drugs? Yes ☐ No ☐

12.2. Which types of illicit drugs? Alcohol ☐ Cigarettes ☐ Cocaine ☐ Dagga ☐ Other ☐

13. On social and legal protection of child agricultural workers/labourers

13.1. Do you ever seek help when in trouble? Yes ☐ No ☐

13.2. From where? Police ☐ Lawyers ☐ Church ☐ NGOs ☐ Media ☐ Human rights ☐

13.3. Were you ever rescued? Yes ☐ No ☐

13.4. By whom? Self ☐ Family member ☐ Neighbours ☐ Friends ☐ Government ☐

NGOs (non-governmental organisations) ☐ Still working ☐

14. Desires, wishes, aspiration and future plans of child farm workers/labourers

14.1. Rescue/rehabilitation/counselling: Yes ☐ No ☐

14.2. Return to school:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
14.3. Go for skills training:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
14.4. Start a business:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
14.5. Work/job:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
14.6. Other comments: _____		
Interview date _____	Place of interview _____	Enumerator's signature _____

8.3. Questions for key informant interviews - Introduction to the targeted key informant of this study:

Individual persons are selected as possible key informants for this research because of their personal interest and/or strategic formal position in relation to the topic of this research at social, economic, political and cultural levels in terms of prevalence, extent, consequences and possible interventions, as well as prevention and protection strategies.

They are therefore, humbly requested to avail the researcher of a few minutes of their time to complete the questions below as best as they can. The researcher assures them that the information they provide will be treated with strict confidentiality and respect.

1. Aspect of Input:

Policy ☐ Legislation ☐ Culture ☐ Political ☐

2. Do you think child labour exists the agricultural sector in Namibia?

Yes ☐ No ☐

3a. If you think so, where does it happen?

3b. What do you think are the pushing factors for this trend if it exists?

4. To your knowledge, what interventions exist to prevent it?

5. To your knowledge, are there any protections for children involved in agricultural labour?

6. What do you think could be done to counter the situation?

8.4 Focus discussion group meetings questions

First the researcher thanks group members for agreeing to participate in this focus group discussion meeting which explores whether or not children are involved in agricultural labour in Namibia, to what extent, why it occurs, the harm it does to children and how it could be stopped. She explains that the purpose of this discussion is to try and understand the issues that are promoting child agricultural labour involvement in Namibia within the wider context of hazardous work for

children below the age of 18 years that can harm their physical growth and general development. Thus the following questions guide the discussions. She encourages the FGDM members to feel free to ask the researcher and her assistant for guidance.

The questions

4.1. Do you think children and young adolescents get involved in agricultural labour in Namibia?

4.2. Have you seen or know any in your community?

4.3. Who are these children?

4.4. What physical, health and mental problems do they face?

4.5. Is child agricultural labour an economically viable business?

4.6. Do victims of child agricultural labour enjoy any social and legal protections?

4.7. If child agricultural labour exists in Namibia, what should be done about it, and by whom?
