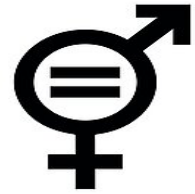




**LE TRAVAIL:**  
PAS L'AFFAIRE DES ENFANTS



**GENDER ANALYSIS STUDY IN THE  
REGIONS OF SIKASSO AND SEGOU IN MALI**  
FINAL REPORT  
February 2022

## ACKNOWLEDGEMENTS

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### **The Consultant Abdoulaye DEMBELE**

We would like to thank the staff of the TPAE programme for their availability and facilitation of the study throughout the process.

These thanks also go to the Government, the communities, the young people, the children (girls and boys) who are victims of violence at work. We would also like to thank the international and local partners, local opinion leaders, civil society actors, feminist social movements, religious and cultural figures, representatives of health centres, police and gendarmerie officers, and the men, women and young people we met in the field for their availability and the fruitful exchanges we had with them.

To all the participants of the meetings, we would like to express our sincere thanks for their effective participation in the exchanges.

**The cruelty of the world does not spare children. Depriving childhood of its normal development factors because of work is a worse form of work.**

At Massiogo, a gold panning site in the commune of Misséni

**Testimony of a boss** who employs two girls, one of whom is Malian and the other Guinean: *"I was able to build my house thanks to gold panning, and today I employ these girls and pay them each 25,000 CFA francs. At the end of each month, I send the money to their families by mobile money. The girls sleep in the same room with me. They eat their fill. We start work at 8am and stop at 4pm. They have been working here for more than 2 years. They come here to fend for themselves until they get married."*

## **EXECUTIVE SUMMARY**

With a view to achieving Sustainable Development Goal 8.7 "End all forms of child labour by 2025", the TPAE programme in Mali, jointly piloted by Enda, SNEC, Save the Children and

UNICEF under funding from the Government of the Netherlands, is an investment in the fight against child labour. The programme aims to ensure that children and young people are free from child labour and enjoy their rights to quality education and decent (future) work in Mali where the prevalence of child labour is high. It also seeks to address the root causes of child labour and its pervasive impact on children, young people, their families and communities, as well as to create a protective environment for children, with increased access to social services.

Thus the main objective of this study for the "Work, Not the Business of Children" programme is to analyse the conditions of children working in the agriculture and gold mining sectors - in the Malian context, targeting the central and southern regions of Mali, namely the Ségou and Sikasso regions respectively. Using the gender analysis method and the proposed global framework with its 6 main domains

- Decision-making models ;
- Norms, beliefs and social practices ;
- Access and control of resources ;
- Laws, policies, regulations and institutional practices ;
- Roles, responsibilities and use of time ;
- Dignity, safety and well-being.

These areas are presented in the methodology as key thematic areas for analysis to support the study of child labour at the individual, institutional, community and policy levels, taking into account the following two main research questions

- 1- What are the causes and motivations of child labour, both boys and girls, among the target groups of the TPAE programme? And what is the relationship with the informal sector within the two components (education and employment) in Jordan?
- 2- What can the EFAW programme do to improve the risk factors of child labour and promote protective factors for boys and girls within the target groups and sectors of the EFAW (education and employment) programme in Jordan?

The analysis of the responses to the above two questions using the evidence-based approach, yielded robust results in highlighting the main risk factors that lead to child labour in Mali and the protective factors that would reduce the rate of child labour from a community and governmental perspective. In addition, the gender gaps that show the differences in the division of gender roles and the consequences and challenges built upon them, which have the greatest role in social injustice for both sexes, but in different forms caused by social norms and traditional practices, which lead to an increase in child labour to support the family financially, and to an increase in child labour through various activities of which the most dominant remain agriculture and gold panning. This has led to many children dropping out of school.

The analysis concludes with a list of recommendations based on the results and divided according to the main outcomes of the programme:

- Outcome 1: Children are empowered and have better access to (quality) education and youth employment in a supportive family and community environment.
- Outcome 2: Governments have implemented relevant child rights-based laws and policies on child labour, education, youth economic empowerment and social security.
- Outcome 3: The private sector takes full responsibility for preventing and combating child labour.
- Outcome 4: The EU, the Dutch government and international organisations act to eliminate child labour and fulfil their obligation by establishing and strengthening due diligence policies and laws.

The methodology of the study involved individual interviews with children, focus group discussions with adults and observations at children's workplaces. Questions relating to children's rights in economic production helped to surface the elements of gender analysis. The sectors of activity that employ child labour heavily in the TPAE intervention areas are agriculture, domestic work (especially for girls) and gold panning. These sectors contribute strongly to the lack of schooling and to school drop-out, and when children do not go to school, they are at work. The study was carried out in nine (9) communes in the regions of Sikasso and Ségou in Mali. It shows that child labour in agriculture and gold panning, which is one of the worst forms of work under ILO Convention 182, is thankless, dangerous, repetitive and arduous. It is not the result of choices for children or their parents that are influenced by positive social representations of child labour as a learning and socialising role. Work compromises children's schooling, destroys their health, affects their personal development and impoverishes them, according to one social worker. Placed in this labour because of their individual and even family vulnerability, child labourers in the fields and gold mining quarries risk perpetuating the vicious circle of poverty from generation to generation.

The analysis is based on the use of the Gender Analysis (GA) method and the proposed global framework with its 6 main areas:

- Decision-making models
- Norms, beliefs and social practices.
- Access and control of resources.
- Laws, policies, regulations and institutional practices.
- Roles, responsibilities and use of time.
- Dignity, safety and well-being

In addition, the analysis is based on primary and secondary data collected through a literature review, interviews, focus group discussions, on-site observations and subsequent discussions with key stakeholders.

The challenges of the study were difficulties in accessing sites and taking images of gold miners and farmers at work. It took clear explanations from our teams to the grassroots communities so that we could access the children and their workplaces. But afterwards, the teams found it easier to talk to the boys than the girls. The girls' employers were much more reserved than the boys'. You could see from their behaviour that they were concerned about children being diverted from work. The limitations are mainly related to the choice of locations and targets to be surveyed. However, neither the challenges nor the limitations were an obstacle to the achievement of the study's results.

The results obtained during the study are classified in the following table:

<b>Results of the programme</b>	<b>Factors to consider in achieving the outcomes of the EAPT</b>	<b>Recommendations to help achieve the results of the EAPT</b>	<b>Stakeholders to be involved in achieving the results of the TPAE</b>
Outcome 1: Children are empowered and have better access to (quality) education and youth employment in a supportive family and community environment.	<ul style="list-style-type: none"> <li>- Children's vulnerability to adult or parental mal-influence;</li> <li>- The failure of community actors to fulfil their duties in the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop school support activities for children in the localities;</li> <li>- Work jointly with community school stakeholders on improving access, quality and</li> </ul>	<ul style="list-style-type: none"> <li>- Children or children's and youth organisations;</li> <li>- CGS, APE, AME ;</li> <li>- Women's and youth associations;</li> <li>- The production cooperatives of</li> </ul>

		gender equity in schools.	<p>the sectors of activity ;</p> <ul style="list-style-type: none"> <li>- Local state services ;</li> <li>- COMADE ;</li> <li>- International organisations.</li> </ul>
<p>Outcome 2: Governments have implemented relevant child rights-based laws and policies on child labour, education, youth economic empowerment and social security.</p>	<ul style="list-style-type: none"> <li>- The unenforceability of government commitments to implement legislation for children;</li> <li>- Insufficient attention to the vocational training needs of children.</li> </ul>	<ul style="list-style-type: none"> <li>- Invite state actors to assume their roles and responsibilities through successful advocacy sessions;</li> <li>- Support vocational training centres in training children for decent future employment.</li> </ul>	<ul style="list-style-type: none"> <li>- The Government ;</li> <li>- COMADE ;</li> <li>- International organisations ;</li> <li>- Chambers of Mines, Trades, Commerce and Agriculture;</li> <li>- The United Nations System.</li> </ul>
<p>Outcome 3: The private sector takes full responsibility for preventing and combating child labour.</p>	<ul style="list-style-type: none"> <li>- The growing informality of the private sector ;</li> <li>- Child labourers as the mainstay of the informal private sector.</li> </ul>	<ul style="list-style-type: none"> <li>- To exchange with private sector actors on the conditions of child workers in order to provide solutions.</li> </ul>	<ul style="list-style-type: none"> <li>- Chambers of Mines, Trades, Commerce and Agriculture;</li> <li>- The Government ;</li> <li>- COMADE ;</li> <li>- International organisations</li> <li>- The United Nations System.</li> </ul>
<p>Outcome 4: The EU, the Dutch government and international organisations act to eliminate child labour and fulfil their obligation by establishing and strengthening due diligence policies and laws.</p>	<ul style="list-style-type: none"> <li>- The mismatch between the actions taken and the needs of the children</li> </ul>	<ul style="list-style-type: none"> <li>- Report the evidence on the situation of working children</li> </ul>	<ul style="list-style-type: none"> <li>- The Government ;</li> <li>- COMADE ;</li> <li>- Chambers of Mines, Trades, Commerce and Agriculture;</li> <li>- The United Nations System ;</li> <li>- THE EU,</li> <li>- The Dutch government ;</li> <li>- International organisations</li> </ul>

The main factors favouring child labour can be summarized as inadequate roles for parents, communities and state actors (law enforcement). Many secondary risk factors are mentioned in the analysis, but are given greater consideration because of the two main factors mentioned. For follow-up measures, the TPAE programme should address

- Share the findings and recommendations of the study with stakeholders to find specific ways to remove children from work in the localities;
- Study the different communities culturally in relation to the specific cases of children working in agriculture and gold panning;
- Analyse the applicability of child labour laws in communities in the localities;
- Develop case management models for the removal or protection of children in labour;
- Mobilising decision-makers to successfully advocate for the implementation of commitments to children in work;
- To analyse the learning and training processes of children for access to future decent work.

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## ABBREVIATIONS

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<b>AWCY</b>	: Association of Working Children and Youth
<b>AG</b>	: Gender analysis
<b>AME</b>	: Pupils' Mothers' Association
<b>ILO</b>	: International Labour Office
<b>CEDEF</b>	: Convention on the Elimination of All Forms of Discrimination against Women
<b>CGS</b>	: School Management Committee
<b>COMADE</b>	: Malian Coalition for the Rights of the Child
<b>Enda Mali</b>	: Environment and development for the third world
<b>Kobo</b>	: Digital application for humanitarian data collection
<b>LOA</b>	: Agricultural Policy Act
<b>MST</b>	: Sexually transmitted diseases
<b>OCB</b>	: Community-based organisations
<b>ODD</b>	: Sustainable Development Goals
<b>ILO</b>	: International Labour Organisation



<b>PANETEM</b>	: <b>National Plan for the Elimination of Child Labour</b>
<b>PNLTE</b>	: <b>National programme to combat child labour</b>
<b>AIDS</b>	: <b>Acquired immune deficiency syndrome</b>
<b>SNEC</b>	: <b>National Union for Education and Culture</b>
<b>SPSS</b>	: <b>Statistical Package for the Social Sciences</b>
<b>TPAE</b>	: <b>Work, Not the Business of Children</b>
<b>AU</b>	: <b>African Union</b>
<b>EU</b>	: <b>European Union</b>
<b>Unicef</b>	: <b>United Nations Children's Fund</b>
<b>VBG</b>	: <b>Gender-based violence</b>
<b>HIV</b>	: <b>Human Immuno Virus</b>
<b>WNCB</b>	: <b>Work : No Child Business</b>
<b>ZLTE</b>	: <b>Child Labour Free Zone</b>

## I. INTRODUCTION

The fight to abandon child labour is one of the major challenges facing many nations in the world, and Mali is at a crossroads in terms of this phenomenon, which contributes to underdevelopment. The persistence of socio-economic-security and political-ethnic crises, the inadequacy of basic services and socio-familial changes are the main factors behind this phenomenon.

Taking gender into account in the TPAE programme aims to situate the gaps, inequalities and other vulnerabilities that may explain the social relationships between girls and boys, women and men. Our methodical approach allowed us to understand the local context and the issues of gender equality and equity in relation to child labour. Thus, the gender analysis (GA) shed light on the relations between the two sexes, in this case girls and boys under 18. It looked at the division of labour, access to physical and mental protection, access to health, access to education, and responses to these disparities that constrain girls and boys.

Almost all research on child labour that addresses the gender dimension tends to focus on the factors that contribute to the phenomenon in poor countries. Among the factors identified, the extreme vulnerability of families and the innocence of children stand out. In such a rapidly changing social space, family survival strategies based on child labour are differentiated according to gender relations, both for children and parents. Research reports give greater prominence to child labour by examining it from a gender perspective. That said, child labour has a harmful aspect in many of its forms. Those (children) engaged in several sectors such as

agriculture or gold mining are particularly at risk, with conditions that pose serious risks to their health and well-being. Of the hundreds of millions of working children in the world, approximately two-thirds of these girls and boys are engaged in the worst forms of child labour and more than one million children are employed in mining. The general finding is that girls are more heavily affected than boys and have little or no access to education and work in conditions that put their health, safety and morals at serious risk. Article 1<sup>er</sup> of Convention No. 182 (1999) states that: "Each Member which ratifies this Convention shall take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency".

Economic child labour is an issue that needs to be examined consistently and in depth. Analysing it from a gender perspective allows us to identify the interdependencies and changes that constantly raise the delicate (and thorny) question of the status and roles assigned to men and women, girls and boys. In this period of multi-faceted crisis in Mali, children, especially girls, are becoming the focus of family survival strategies. The situation of children of all ages, whether they work directly or indirectly, is particularly precarious and dangerous. It is therefore important to understand it in order to be able to change it. Taking gender issues into account when examining child labour allows for a better understanding of the socio-cultural and economic factors of gender discrimination.

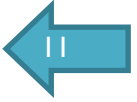
The study identifies the different roles played by the two sexes within the family, the community and the workplace. After the survey and the processing of qualitative and quantitative data, the synthesis of the reflection provided answers to the main research questions, namely

- *What are the factors that encourage child labour among the target groups and sectors of the EAPL programme in Mali?*
- *What can the WFCL programme do better to address the risk factors of child labour and promote protective factors for boys and girls within the target groups and sectors of the WFCL programme in each country?*

The hypotheses mentioned in the inception report of the study are confirmed after the analysis of the data found. The main factors underlying all forms of child labour are three (3). There are individual reasons, interpersonal relationships and social conditions. However, children remain merely rights holders, not responsibility holders.

Adults are primarily responsible for child labour because they benefit more from it. Parents or guardians of children lack crucial feelings of anticipation about the serious consequences of work in the normal development of the child. Then, the human society through the international community, the national community and the local community has the rules for the protection of children but still manages to make them scrupulously observed by all individuals working in various sectors of work. Faced with the three (3) orders of factors of child labour, it should be possible for the WFCL to act from now on on the individual behaviour of children and their relatives, to act also on the state and associative structures at local and national or even regional (West African) level.

The specific objectives of the study in the regions of Sikasso and Ségou are to (i) to identify the main issues that contribute to gender gaps and inequalities, their links to child labour and



other vulnerabilities that promote child labour, such as school drop-out, unsafe migration, unemployment and risks and vulnerabilities related to gender-based violence; (ii) provide information on equitable access to opportunities, including equal education and job retention, gender-related barriers to transition to decent work, different approaches to equality, diversity and inclusion in the private sector (iii) provide evidence and recommendations for promoting gender-transformative project strategies and interventions to inform the planning and programming of the new phase of the project, recommendations for gender-sensitive child labour legislation and for any interventions for the prevention and elimination of child labour. Data collection took place at agricultural and gold mining sites in nine (9) of the 20 communes in the TPAE intervention areas. On the basis of the questionnaires that were drawn up, qualitative and quantitative data were collected and analysed. Aware of the heterogeneity of the situations, this working document, based on the data collected, does not claim to be exhaustive on the situation of child labour in agriculture and gold panning. It starts from the premise that in Mali, children are used for many production and reproduction tasks that make them more vulnerable; and that, although economic work is still largely done by boys, the arrival of girls in the labour market is accelerating and taking on worrying dimensions. This rapid integration of girls into the labour force compromises their education and makes them vulnerable to physical and sexual violence such as child marriages, early pregnancies, HIV-AIDS and STDs.

The aim of this study is to try to understand the existing relationships between family dynamics and children's economic work. It is important to grasp the place that the work of girls and boys occupies in the survival strategies of families according to their particularity, to better understand the socio-economic roles devolved to each, to decipher the construction of the gender relations that are established between them, and to understand the impacts of child labour according to the sex of the children.

The document highlights the cultural and socio-economic aspects that affect both sexes (children and adults). Gender is not only about the relationship between girls and boys or women and men, but also about the disparities that may exist in society. It provides key information for planning initiatives to define goals and actions that support equality and equity in human relationships. In addition, it is essential to ensure that the results of this GA are based on evidence and analysis rather than on assumptions. In the absence of a GA, there is a risk that the EAPT programme may unintentionally reinforce inequalities. Failure to recognise and address gender-related barriers could also undermine the achievement and sustainability of the TPAE outcomes. Following the study carried out under the supervision of the TPAE programme by the consultant in the regions of Sikasso and Ségou, this report document deals with information on the TPAE programme, the methodological approach, the results of the study and recommendations.

### **1.1. Work, Not the Business of Children" programme**

In Mali, the Work: No Child Business (WNCB) programme seeks to address the abandonment of the worst forms of child labour. The TPAE programme is implemented by the consortium composed of the Stop Child Labor Coalition (Kinderpostzegels), Enda Mali and SNEC, Save the Children and Unicef. The consortium is financially supported by the Dutch Ministry of Foreign Affairs for a period of 5 years from 2019 to 2024. The TPAE programme complements

the government's efforts to combat all forms of child labour. More than half of the Malian population is under 18 years of age. One in three children in Mali is forced to work (ILO, 2015). Most child labourers are employed in agriculture, gold mining and many other sectors, and many children (girls and boys) work at the risk of their physical and/or mental health. This situation can be explained by the insufficient number of schools and classrooms, the lack of quality education, the irresponsibility of decision-makers and parents, the easy mobility of children, the practice of child marriages and many other shortcomings of the child protection system in Mali.

The TPAE programme supports the enjoyment of the rights to quality education and the promotion of decent work for children and young people/adolescents in cotton growing areas and gold panning sites in the regions of Sikasso and Ségou. The specific areas of the TPAE are the Enda and SNEC LTAs, and the child protection zones; an approach used by Save the Children. The following results are expected: (i) at least 2,268 children (5-17 years) are removed from child labour; (ii) at least 5,886 children (5-17 years) are enrolled and attending school (primary/secondary); (iii) at least 2,150 children (15-17 years) in the target areas are attending or have attended formal school, bridging or vocational training.

### **1.2. Areas of intervention of the EAPT**

The two intervention regions of the TPAE programme are Sikasso and Ségou. The type of territory that emerges is easily distinguished into two zones, each corresponding to one of the TPAE zones. In doing so, we have :

- The gold panning zone, which is the area of the communes of the Sikasso region where agro-sylvo-pastoralism and gold panning are essentially practised;
- The agropastoral zone is that of the communes in the Ségou region where agropastoralism is essentially practised and no gold panning is carried out.

### **1.3. Gold panning area or the Sikasso region**

The Sikasso region is the third largest administrative region in Mali. It covers 71,790 km<sup>2</sup> (5.8% of the national territory). It has seven cercles which are

- Sikasso ;
- Bougouni (now region) ;
- Koutiala (now region) ;
- Kadiolo ;
- Kolondiéba ;
- Yanfolila ;
- Yorosso.

Located in the extreme south of Mali, the Sikasso region is bordered to the northwest by the Koulikoro region, to the northeast by the Ségou region, to the east by Burkina Faso, to the south by Côte d'Ivoire and to the west by Guinea. The relief consists of hills and mountains in the south, and valleys and plains in the centre and north. The Kéné Dougou massif reaches 800 metres. The climate is tropical Sudanian, subdivided into two climatic zones: the humid Sudanian zone and the Guinean zone. It is the wettest region in Mali and the one that receives the most water (700 to 1,500 mm/year). The average annual temperature is 28°Celsius. The vegetation cover ranges from wooded savannah to gallery forest. In the region, game is still

abundant (hippopotragues, elephants, harnessed guibs, monkeys, warthogs, etc.). This partly explains the strong presence of the traditional hunters' brotherhood (Dozo).

The region will have almost 4 million inhabitants in 2021, half of whom will be women. Young people of both sexes under the age of 25 are the most numerous.

The cercle of Kadiolo has seen the greatest increase in population. The population is mainly composed of Senoufo, Minianka, Peulh from Ganadougou and Wassoulou, Samogho, Bwa and Bambara. Due to favourable agricultural conditions and less organised gold panning in the region, the circles of Bougouni, Yanfolila and Kadiolo now receive many other ethnic groups such as the Peulh from Macina, Bozo, Songhoy, Soninké, Malinké from other regions of Mali, the Mossi from Burkina and the Malinké from Guinea. The languages spoken, in addition to Bambara which is the usual language, are mamaraSiénera, Doug and French as the language of the administration. Agricultural production is important: cereals and fruits (especially mangoes). The cultivation of cotton, which is Mali's main export, is supported by two thirds of its production in the Sikasso region. The subsoil is rich in minerals such as gold, hence the presence of large mining companies in Morila, Kalana, Napala and Siama. Gold panning sites are identified on the borders with Côte d'Ivoire, Guinea and Burkina.

It is the southernmost region of Mali. The capital of the region is the city of Sikasso. Sikasso is the second largest city in the country and is growing rapidly due to trade with Côte d'Ivoire, Burkina Faso, Guinea and the interior of Mali.

With development, despite rain-fed and lowland agriculture, the local economy is based on gold panning, trade in local products at weekly fairs, transport and illicit cross-border trafficking of goods and children in mobility.

The TPAE programme is present in :

- 2 communes (Finkolo-Ganadougou and Niéna) in the Sikasso circle;
- 6 communes (Faragouaran, Dogo, Meridiela, Debelen, Domba and Sanso) in the Bougouni circle;
- 2 communes (Yalankoro- Soulouba and Gouana) in the circle of Yanfolila;
- 2 communes (Misseni and Fourou) in the Kadiolo circle.

#### **1.4. Agropastoral zone or the Ségou region**

The Segou region is the fourth administrative region of Mali. Located in the centre of Mali, it has an area of 64,947 km<sup>2</sup> (about 5% of Mali). It is bordered to the south by the Sikasso region, to the southeast by Burkina Faso, to the east by the Mopti region, to the north by Mauritania and the Timbuktu region, and to the west by the Koulikoro region. It includes the circles of Barouéli, Bla, Macina, Niono, San (now region), Ségou and Tominian.

Together with the regions of Mopti and Koulikoro, it forms what is commonly referred to as the Centre of Mali. It is essentially located in the Sahelian zone where it benefits from a semi-arid climate (average annual rainfall: 513 mm). The presence of several rivers (the Niger River (292 km) and the Bani) allows for irrigated crops. The region has a Sahelian or desert climate. Over the year, the average temperature in Ségou is 30°Celsius. The relief is not very uneven, and there are shrubby and thorny formations, the tree savannah.

The region is expected to exceed 3 million inhabitants by 2021, half of whom are women. Young people of both sexes under the age of 25 are the most numerous. The cercle of Niono has seen the greatest increase in population, followed by Macina and Bla. Its population is

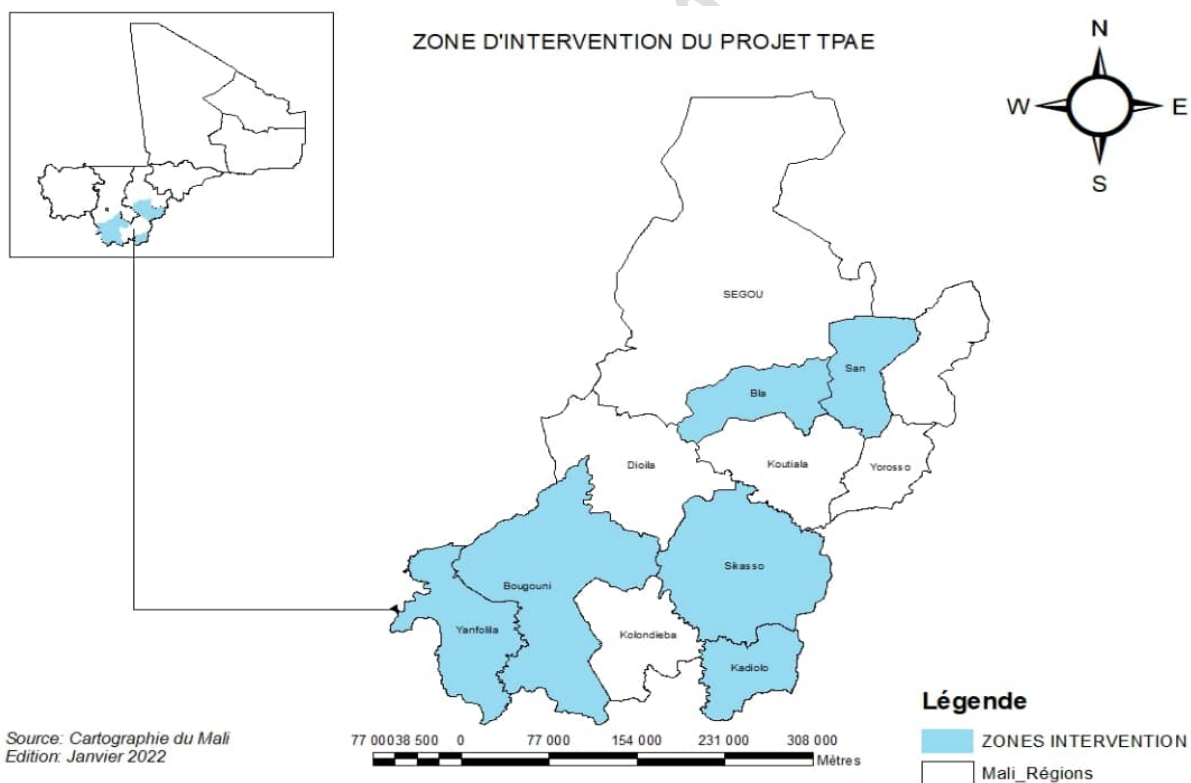
based on a Bambara background which has been progressively enriched by events (historical, natural and socio-economic) with the addition of Soninké, Minianka, Bozo, Somono, Peulh, Toucouleur, Songhoy, Malinké and Bwa elements. But this ethnic and racial diversity has not prevented the emergence of a social identity deeply marked by the Bambara culture, which is the usual language and French is the language of the administration.

The economy of the region is inextricably linked to the potential of the land of the hydro-agricultural developments in the Office du Niger (Niono Macina) and the irrigable areas of San. These are lands of organised settlement for rice growing, market gardening, livestock breeding, fishing and the large weekly cattle fairs. More broadly, it is around the rivers and their development that a large part of the economic stakes are set. The Segou region's economy is mainly based on agriculture, with the production of 30% of cereals (millet, sorghum) at national level. As regards rice, regional production meets 60% of national needs. It is easy to see that there are no gold panning sites, although some social castes are involved in the transformation of metals into jewellery in the Segou region.

The TPAE programme is present in :

- 3 communes (Korodougou, Diaramana and Kanzangasso) in the cercle of Bla ;
- 5 communes (Moribila, Kava, Tourakolomba, Waki and Kassorola) in the San cercle.

### Representative map of the TPAE intervention circles in Mali



## II. METHODOLOGICAL APPROACH

The study adopted one-to-one interview methods with the children so that they could provide some specificity on child labour cases. Namely, each child worker is a case in its own right, especially in gender research. Group discussions were held with key informants in order to understand the phenomenon of child employment and especially the specificities that may exist

between girls and boys. Direct observations and less formal interviews were carried out in the children's workplaces and in the households where the survey took place.

The gender analysis identified various intersectional risk factors, including the main drivers of child labour for the programme target groups in each country.

In addition, following the identification of intersectional risk factors for child labour, recommendations can be made for the AWPS programme. The methodological approach covered the literature review, methods of analysis, collection and processing methods, sampling and types of survey tools.

### **2.1. Literature review**

To facilitate the development of the tools, data collection, data analysis and report writing, a literature review was required. This included the synthesis of :

- The documentation made available by the TPAE programme ;
- Other reports from studies in Mali and elsewhere on gender analysis.

### **2.2. Collection methods and processing**

The tools developed for the primary data collection were generated digitally using the humanitarian software 'KoboCollect'. Quantitative data from the primary data collection was processed using SPSS software to construct graphs to facilitate interpretation. Qualitative data was collected through document review and discussions with adults to better understand the facts and their correlations in the context of child labour.

### **2.3. Analysis methods**

The data had to be classified into primary and secondary beforehand. The primary data was collected from the respondents. The secondary data was obtained from the literature review. Thus, the data (primary and secondary) could be categorised as qualitative and quantitative. The qualitative data consisted of non-statistical information that helped to situate the verbal exchanges with respondents, which tended to be unstructured. It generally answers basic questions (why and how children work) and can lead to more specific questions relating to gender. By nature, qualitative data has been used primarily to develop theories, hypotheses and other ideas.

Quantitative data were used to generate significant numbers of cases or circumstances. Quantitative data are numerical data. They are statistics and they have contributed substantially to confirming or refuting the opinions of respondents. One of the most comprehensive aspects of the data analysis, facilitated the study to explore the concrete facts that helped to generate original information.

Thus, the statistical analysis focused on elements found during the mission. Thus, triangulation was chosen to understand the complexity of gender aspects of child labour. The gender aspects that emerged were broken down into the four outcomes of the AWAL programme. However, this process of analysis involved the views of programme stakeholders, documentary information and the responses of the targets.

### **2.4. Sampling**

The sampling included the selection of TPAE communes, key informants, children and young workers.

### 2.4.1. Sample of Municipalities

The choice of the 40% of the 20 communes of the TPAE programme, i.e. 8 communes were selected by the Alliance members. During the scoping meeting, it was decided that the TPAE staff would choose the 8 communes in which the study would be conducted. However, the following table shows the communes selected out of the 20 in the two regions.

Regions	Circles	Municipalities	Villages
Sikasso	Bougouni	Finkolo Ganadougou	Finkolo Ganadougou, Nampala
		Faragouaran	Nkéméné, Faragouaran, Soron, Kémissala, Zambougou
	Kadiolo	Fourou	Dadjian, Alhamdoulilaye
		Misséni	Massiogo
	Yanfolila	Gouanan	Yorobougoula, Yorotiéna, Kandjigoula, Tiéfina, Nionguébougoula
		Yalancoro	Foukatiè, Bandjougoufara, Komana, Dossoso, Yalancoro soloba
Segou	Bla	Diaramana	Diaramana
	San	Kazangasso	Kazangasso
		Waki	Waki

### 2.4.2. Sample of key informants

- 3 elected municipal officials, including at least 1 woman;
- 3 traditional or customary leaders;
- 5 representatives of the CBOs (agricultural cooperatives and groups of gold miners; AME, CGS, AWCY), including at least 2 women;
- 5 entrepreneurs from the informal sector, including at least 2 women;
- 2 CSCom agents, including 1 woman;
- 2 education officers (teachers), 1 of whom is a woman;
- 1 representative of the local department for the promotion of children and women ;
- 1 representative of the local social development service ;
- 1 representative of the security/defence department ;
- 1 representative of the territorial administration.

The key informants were selected on the basis of their proximity to the world of working children on a daily basis. They are parents (fathers and mothers) residing in the target localities and working in the sectors of education, health, agriculture, gold mining and child protection. With them, group discussions were allowed as the method but they were done by services.

### 2.4.3. Sample of working children aged 5 - 17

- 20 children (5-17 years old) including 10 girls in each of the 8 communes, i.e. a total of 160 children including 80 girls. With the children, individual interviews were the method used.

As for the parents or guardians, the investigators took care to discuss with them after the interviews with the children and to observe facts related to the work of girls and boys through direct observation. This made it possible to understand and situate the roles and responsibilities of fathers and mothers or guardians in the context of child labour.



## 2.5. Collection tools

Two (2) tools were developed, including a guide and a questionnaire:

- I Interview guide for key informants ;
- I Questionnaire for children (5-17 years) in the TPAE programme.

The tools were generated in the KoboCollect software to make them easily usable digitally.

## 2.6. Limitations of the analysis

Firstly, not all of the 20 communes in which the TPAE programme intervenes were visited. At the start of the study, the choice of 8 communes was suggested by the consultant on the basis of the following criteria

- The most populated municipality in 2020 ;
- The least populated municipality in 2020 ;
- The municipality with the largest number of schools in 2020 ;
- The municipality with the smallest number of schools in 2020 ;
- The municipality with the highest rate of equity recovery in 2020 ;
- The municipality with the lowest rate of equity recovery in 2020 ;
- The commune with the highest number of gold panning sites in 2020 ;
- The municipality with the largest number of agricultural cooperatives in 2020.

However, during the scoping meeting, it was decided to leave this choice to the field staff of the TPAE programme, namely Enda, Save the Children and SNEC. Subsequently, 9 communes, including 6 communes (from Sikasso) have agriculture and gold panning activities and the 3 communes (from Ségou) have only agriculture activities. The ideal was to reach communes with a high potential for child labour in agriculture and gold panning. However, all the intervention circles of the TPAE programme were nevertheless retained.

Secondly, the children who had to participate in the survey were working children (girls and boys). This indicates the specificity of the study in focusing on the factors favouring child labour in the intervention areas. The de facto exclusion of children already in school is explained by the lesser importance of their opinions in relation to the work of their peers, as child labour is perceived in Mali as any effort made by children outside the school setting that would prevent them from attending school.

The participation of key informants working in sectors involving children is supported by the idea of understanding through the cultural and/or economic trends that favour child labour. The fathers and mothers of working children were not excluded, as direct observation and exchange efforts allowed for their views to be gathered in the field.

The agriculture and gold mining sectors are the main focus of this phase of the TPAE programme, which is why the analysis has focused sufficiently on both, without overlooking other sectors that employ children.

The choice of the 30-day duration of the study was conditioned by the work plan proposed by the consultant. Because the possibilities of completing the study to the desired end were feasible.

The focus of the study's findings on the impact of work on children's health and education was mentioned in the study's terms of reference.

Notwithstanding the above-mentioned limitations, the gender analysis study has made it possible to highlight gender aspects that distinguish the numerous cases of violations of the

rights of child workers prescribed by positive law in Mali and by the conventional provisions of international treaties governing forms of work.

### III. RESULTS OF THE STUDY

The Constitution guarantees the same rights to citizens of both sexes without discrimination, and stipulates that each spouse retains the administration, enjoyment and free disposal of his or her property, in the absence of an express stipulation to the contrary. The Code of Persons and the Family is more than mixed. For example, repudiation is prohibited, but polygamy is authorised, provided that the husband has an obligation of equity between the wives. The age of marriage is set at 18 for boys and 16 for girls. It also requires the obedience of the wife to her husband and the consecration of the husband as the head of the family and holder of parental authority. In the case of succession (inheritance), the Code grants the primacy of religious or customary law over itself in a secular state, Mali.

There is no specific law on gender-based violence (GBV), although cases of violence against girls and women can be punished under criminal law.

The Agricultural Orientation Law (LOA) provides for equitable access to agricultural land resources and the possibility of positive discriminatory measures for vulnerable groups, but customs and traditions effectively exclude women from this.

Despite the efforts made by those promoting and defending democracy and human rights, the conservative spirit of cultural flaws hinders political decision-making that would allow Mali to connect international treaties with national and local legislation on gender. Since 2015 a law provides for quotas of at least 30% of either sex in institutions and on electoral lists. And since 2011, a National Gender Policy exists. Finally, different strategic documents integrate gender in their actions and objectives, such as the annual laws on the adoption of public finances, which provide for budgeting that appears to be gender sensitive.

At the international level, Mali has ratified CEDAW, its protocol on violence against women, and the Maputo Protocol without reservation. Although it has ratified important international instruments, Mali has not yet made its national system consistent. On the one hand, although legal provisions exist in favour of gender equality and the promotion of women's empowerment, in practice (so-called religious) customs constitute major obstacles to the application of these texts. On the other hand, legal loopholes in some areas (e.g. domestic violence) legitimise customary practices.

Malian society is made up of different ethnic groups spread throughout the country. They are either nomadic or sedentary, and in fact evolve in three dominant production systems, namely agriculture, fishing and livestock rearing, to which are added handicrafts, trade, transport and mineral extraction. These ethnic groups are traditionally characterised by a strong social hierarchy and the specific differentiation of male and female roles (men in a productive role, women in a reproductive role). Customary practices are very often truncated to serve as less justified references for the management of relationships between women and men, girls and boys, disabled and able-bodied people, children and adults, social castes and noble ethnicities in society.

They are unfortunately used to justify harmful behaviours and practices such as levirate or sororate, female circumcision, caning, child and forced marriages, descent-based slavery, trafficking and child or forced labour.

Legally, the woman has the right to request a divorce, but in practice - especially in rural areas - she does not do so at the risk of losing the right to custody of her children, and of being ostracised by her family, both of which build up the social pressure that can result.

In terms of representation and participation in decision-making in the decentralised and national governance of the country, despite the content of the legislative framework, the rates are not sufficiently achieved through elections and appointments to positions of responsibility. Strong disparities are to be observed according to rural or urban areas, according to gender and according to the wealth (material goods) of households, according to the level of understanding (studies) of people.

The results of the study obtained from the collection and analysis of the data and information collected from the targets and from the documents consulted are divided into the *four (4) Expected Outcomes* of the TPAE programme. However, the areas of assessment of the data and information collected and analysed are carried out according to patterns of decision-making; social norms, beliefs and practices; access to and control of resources; laws, policies and institutional practices; roles, responsibilities and decent employment; and the dignity, safety and well-being of children.

### 3.1. Outcome I: Family & community, education, decent work

The analysis comments in relation to outcome I are based on the evidence found with children and adults in the survey.

#### 3.1.1. Decision-making models

The decision-making model is largely patriarchal, reflecting Malian society in general. According to the interviewees, decisions are made first by the head of the family, i.e. the man. Then, proposals from the wife or mother can interfere with the choice of the head of the family. In the absence of the man as head of the family, the woman or wife who has become the head of the household has the *de facto* last word in the decision despite the presence of uncles and aunts or the older brothers and sisters of the child who is to work.

A total of 456 people were surveyed, including 92 girls, 98 young women and 36 adult women. The participation rate for men was 51%. This slight over-representation of men is explained by the fact that the team of interviewers was able to mobilise more men than women.

Within Malian communities, men and boys benefit from inequalities that widen the gender gap. Socially constructed roles are learned from a very young age in our communities. The little girl is educated to become a docile wife and good mother. The socialisation of children, differentiated according to whether they are girls or boys, contributes to maintaining gender inequalities. This is because it is agreed that boys are supposed to be superior and more intelligent. That they are assigned to decision-making functions and to take strong actions. During the survey, boys were

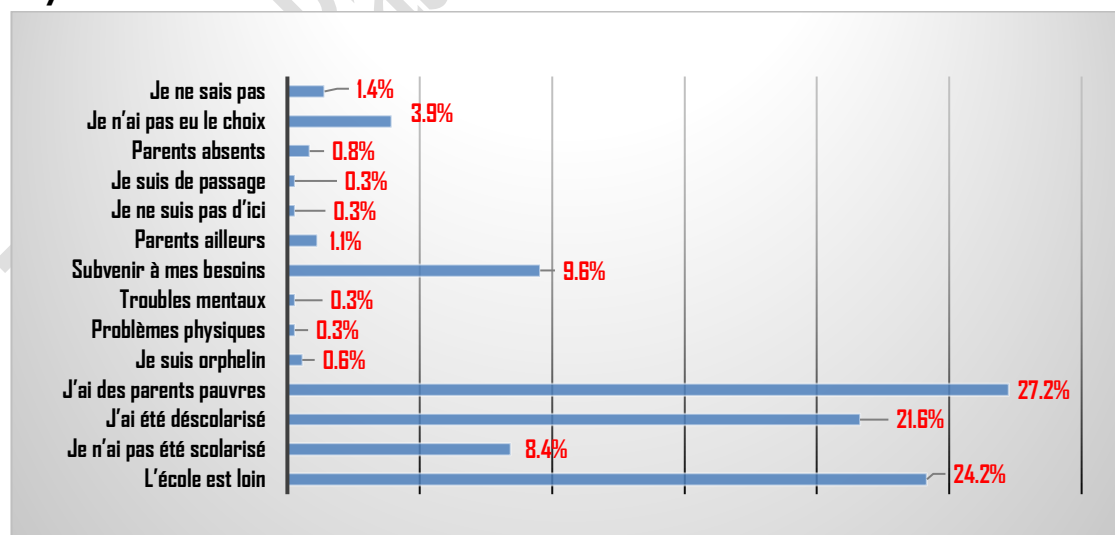


found to have more freedom of action than girls. The girls preferred to wait for an order from their boss before agreeing to interact with the survey team.

Of 195 working children surveyed, only 34% lived with their fathers and mothers. It can be deduced that 66% of the children interviewed have their families outside their place of work. And 99% of the key informants said that they had seen children on the move, 40% of whom were girls, in the intervention zones.

In talking to the children and also to the adults in the survey, it was consistently found that many parents of working children are in favour of child labour. Some say that school does not sufficiently meet their aspirations for the future. That is, school no longer guarantees access to a secure job in the future. Others argue that children of modest parents do not succeed in school these days. This is because the constraints of schooling needs are financially unbearable. Young boys think that only through work they will be free from the economic dependence of parents or other adults. So they decide to work. Many girls work because they have to help their mothers with the wedding trousseau. They are prepared at an early age to become wives as adults. That said, the decision to employ children is almost always supported by the parents, and also by the children themselves. The reasons for this are closely linked to economic poverty in the communities and the need for girls to assemble household utensils. According to children and young people, among the main factors that encourage child labour, parental poverty and distance from school accentuate non-enrolment and drop-out. Many parents commonly tell their children that they are now grown up and can go and fend for themselves. Allowing the child to work to contribute to household expenses is recognised as a necessity in the target communities. But key informants blame the shortcomings of the education system. While going to school is compulsory under the law, it is not properly enforced. There are several reasons for the factors that favour child labour. The following graph shows the views of children.

**Figure 3 - Factors favouring child labour, according to the opinion of the children surveyed**



Poverty in the household is cited by children and young people as one of the primary factors that encourages child labour. This posture seems simplistic insofar as the child has fundamental rights. The right to cognitive and physical development remains undeniable. One cannot hide behind one's inability to protect one's child because of economic difficulties. Of course,

material poverty may constitute difficulties, but it is not an absolute obstacle to the protection of the child by the parent.

With regard to girls in particular, one of the major factors pushing them to work is the pressure of the wedding trousseau. Some girls expressed that they wait until they have collected sums equivalent to the value of the wedding trousseau to return to their families.



There is no cultural, economic, political or social reason to define child labour as a means of socialisation or education. Child labour is the act by which any sector of activity prevents a child, girl or boy, under the age of 15, from enjoying the right to go to school. Is childhood synonymous with professional qualification? The answer remains, no! For the absence of professional qualifications is a logical characteristic of childhood.

### 3.1.2. Social norms beliefs and practices

It is often said in communities that 'the child of the poor must start working at an early age to help support the family'. The observation and analysis of the data led us to some observations. These findings made it possible to deduce situations relating to practices anchored in the nomes or social beliefs assimilated to the practices in place in the communities in the TPAE zones:

- Girls and boys are a profitable workforce;
- Children (girls and boys) start working at an early age;
- Fathers and mothers are involved in child labour;
- Nationals from neighbouring countries are involved in child labour;
- The mobility of children (girls and boys) is common in the areas;
- Almost all children (girls and boys) in mobility are destined for work;
- Nearly 2 out of 5 mobile children are girls;
- Children with disabilities are not very mobile in the areas ;
- Agriculture, domestic work and gold panning occupy the children more;
- Several other sectors employ children;
- Agriculture employs more boys than girls;
- Gold panning employs both boys and girls
- Domestic work is the preserve of girls;
- Working and mobile children are at risk of exploitation or disappearance;
- Especially working girls are at risk of sexual abuse;
- The time children work is abusive;
- Children are tricked into working;

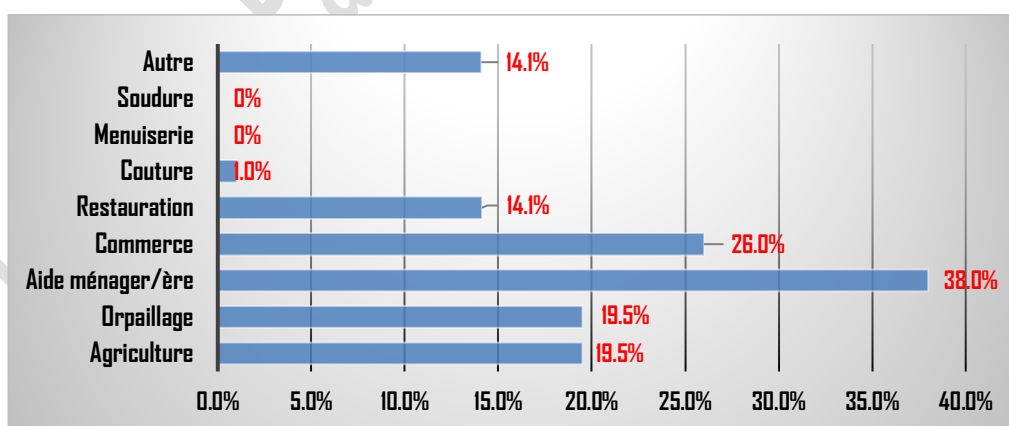
- Barriers to access to school and health exist;
- Working children are aware of the risks associated with the worst forms of work;
- Many child workers are victims of abuse;
- Many children suffer from the consequences of work;
- Many children are unaware that they need protection;
- Working children are aware of the specifics of the risks of the worst forms;
- Working children are unaware of protection structures.

Reading these aspects from the survey, one main factor that unfortunately lies at the root of the shortcomings in the protection of working children emerges. The authorities do not sufficiently ensure that legal texts on child protection are respected and applied. Hence the violations of positive law relating to :

- ✓ to the Rights of the Child ;
- ✓ to Labour Rights ;
- ✓ Trafficking in persons and related practices.

Of the girls interviewed during the survey, 38% work as household help. Agriculture and gold panning employ 19.5% of the girls respectively. Strangely, 26% of the girls are employed in informal trade. The following graph shows the distribution of girl workers across sectors. Intermediate activities in the artisanal gold production cycle, such as leaching and drying of sand (the raw material containing the gold nuggets in gold panning), keep girls and women very busy. Alongside these activities, the small-scale economic activities that arise from the installation of the sites, such as small-scale trading, selling water, washing clothes, washing dishes, cooking, childcare, and also sex work, etc., are carried out mainly by girls and women. It is estimated that in agriculture, girls are mainly engaged in market gardening activities especially in the dry season and during the rainy season, they work in sowing and weeding, and harvesting in cereal and cotton fields. In the gold mining areas, almost all the domestic tasks are potentially done by girls and women.

**Figure 4-Distribution of female workers by sector of activity**





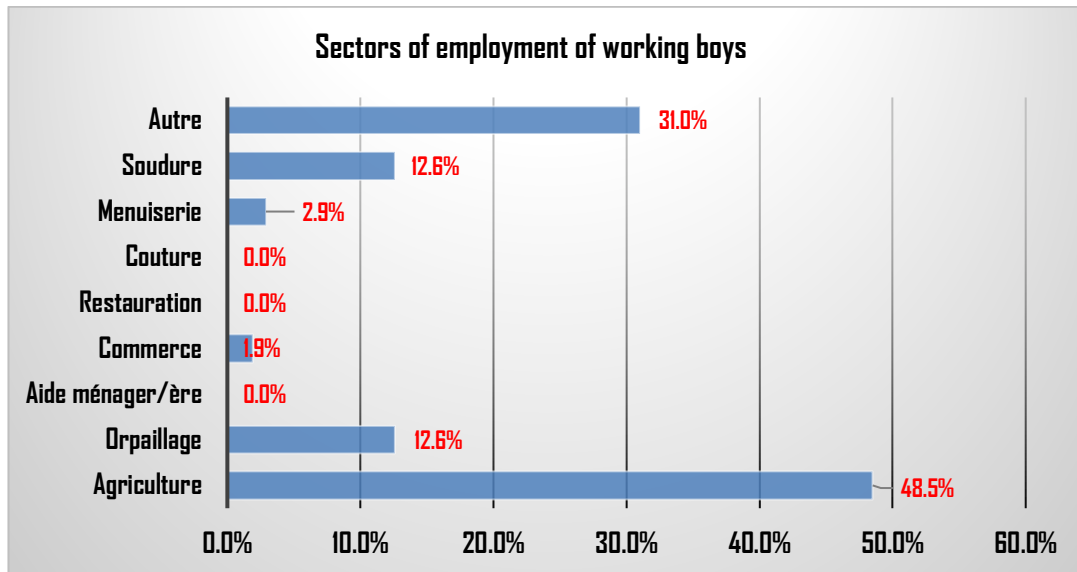
The distribution or division of labour of child labourers encountered during the survey shows that they are mostly employed in agriculture, domestic work, gold panning and trade. This reading refers to the acceptance that a child worker, although employed in the main activities such as agriculture, gold panning and trade, is further abused by his or her boss in the performance of domestic work (laundry, cleaning, washing up, babysitting). In Mali, socially constructed status and roles between the two sexes govern gender relations.

Gender relations are key elements that structure both adult and child labour. The following graph shows trends in the distribution of working children across the different sectors in which they are employed on a daily basis.

We note that agriculture employs 48.5% of the boys we met during the survey. They work in the cotton and rice fields and in market gardening. They are also present in the welding and carpentry trades. In gold panning, 12.6% of the boys work. They are employed in underground mining and dredging through digging, filling machines and transporting sand.

Other activities involve boys. In markets or fairs, they are present as support labour for adults in butchering, loading parcels and supervising stands. Some children are apprenticed in transporting people and goods, and also in bricklaying. Some parents are involved in their economic affairs with their children. However, the deprivation of children from attending school would be the responsibility of parents and actors promoting children's rights. The policy of decentralising education management allows the community structures that have been set up to work towards the realisation of the government's vision of a national education policy. These community structures, made up of the CGS, the Children's Government, parents' associations, teachers' unions, the commission of elected representatives for education and many others, must promote the effective enrolment of children in school in order to respect the fundamental right to education for all.

**Figure 5-Sectors of employment for working boys**



However, there are women employers who employ girls and boys in agriculture, gold panning, catering and domestic work.

### 3.1.3. Access and control of resources

Only a large proportion of the boys receive their income directly after performing tasks. Observing this, it becomes clear that parents are the primary beneficiaries of the fruits of child labour. Parents who live with their working children have direct access to the resources of child labour. In the case of children in the care of guardians, their income is most often kept by the guardians or their employers. However, girls are considered less able to keep their earnings in this respect. Generally, their earnings are sent periodically to their mothers or are kept with their female employers. As a female boss in Massiogo testified: 'Today I employ these girls and I pay them each 25,000 CFA francs. At the end of each month, I send the money to their families by mobile money. The girls sleep in the same room with me. They eat their fill. We start work at 8am and stop at 4pm. They have been working here for more than 2 years. They come here to fend for themselves until they get married.

Indeed, the economic activities performed by children are repetitive, strenuous and heavy. Children use rudimentary tools and require only their physical abilities. Apart from learning trades, many jobs are not a source of learning and know-how. It hinders the schooling of the child labour force without, in return, providing them with knowledge and experience that they (child labour) could use to pursue a profession and improve their living conditions. Almost all the survey results underline that children do not like the activities they perform in agriculture or gold panning. Many of them have social and professional ambitions and would like to have a more fulfilling job. That said, 93% of the children want to be trained in better conditions. The adults on the sites have a more nuanced perception. The majority of them are against child labour in agriculture and gold panning, while others are in favour, but feel they have no choice.





**Boys working on a gold panning site**

The de-schooling of children through work, linked to gender discrimination, can have a greater impact on girls than on boys. Child labour is found to be caused by family servitude, which is most often imposed on girls for economic reasons. Two girls under the age of 17, one from Mali and the other from Guinea, reported that the 25,000 CFA francs they earn per month are sent to their mothers at the end of each month. A 16-year-old Burkinabe boy earns 40,000 CFA francs per month. Girls are generally placed under family constraints, they have greater difficulties in developing their potential and in escaping their economic precariousness. In contrast, some boys, who have freedom of action, have a better chance of getting out of work to learn a trade for the future and gradually build a better future for themselves, despite the fact that 46% of young women and men aged between 18 and 24 who were child workers are now self-employed. The results of the study show that families in precarious situations use child labour as a means of increasing their income. One of the moments when this decision is made is when they are considering whether or not to keep their children in school. Parents assess the direct and indirect costs of schooling, including the work that the child would have done had he or she not been in school. Faced with a chronic shortage of the financial resources they need for expenses, the choice is easy: work versus school. For Lachaud<sup>1</sup>, monetary deprivation reduces the likelihood of schooling and leads to children being put to work early.

#### **3.1.4. Laws, policies, regulations and institutional practices**

The Constitution guarantees the same rights to citizens of both sexes without discrimination, and stipulates that each spouse retains the administration, enjoyment and free disposal of his or her property, in the absence of an express stipulation to the contrary. The Code of Persons and the Family is more than mixed. For example, repudiation is prohibited, but polygamy is authorised, provided that the husband has an obligation of equity between the wives. The age of marriage is set at 18 for boys and 16 for girls. It also requires the obedience of the wife to her husband and the consecration of the husband as the head of the family and holder of parental authority. In the case of succession (inheritance), the Code grants the primacy of religious or customary law over itself in a secular state, Mali.

Malian society is made up of different ethnic groups spread throughout the country. They are either nomadic or sedentary, and in fact evolve in three dominant production systems, namely agriculture, fishing and livestock rearing, to which are added handicrafts, trade, transport and mineral extraction. These ethnic groups are traditionally characterised by a strong social

<sup>1</sup> Jean-Pierre Lachaud: Child labour and poverty in Africa: A review applied to Burkina Faso, 2004

hierarchy and the specific differentiation of male and female roles (men in a productive role, women in a reproductive role). Customary practices are very often truncated to serve as less justified references for the management of relationships between women and men, girls and boys, disabled and able-bodied people, children and adults, social castes and noble ethnicities in society.

They are unfortunately used to justify harmful behaviours and practices such as levirate or sororate, female circumcision, caning, child and forced marriages, descent-based slavery, trafficking and child or forced labour.

Legally, the woman has the right to request a divorce, but in practice - especially in rural areas - she does not do so at the risk of losing the right to custody of her children, and of being ostracised by her family, both of which build up the social pressure that can result.

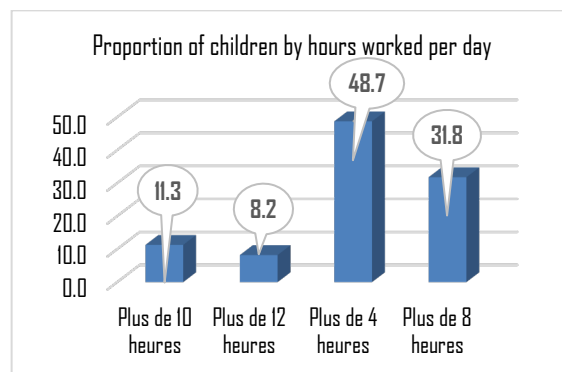
In terms of representation and participation in decision-making in the decentralised and national governance of the country, despite the content of the legislative framework, the rates are not sufficiently achieved through elections and appointments to positions of responsibility. Strong disparities are to be observed according to rural or urban areas, according to gender and according to the wealth (material goods) of households, according to the level of understanding (studies) of people.

### 3.1.5. Roles, responsibilities and timetable

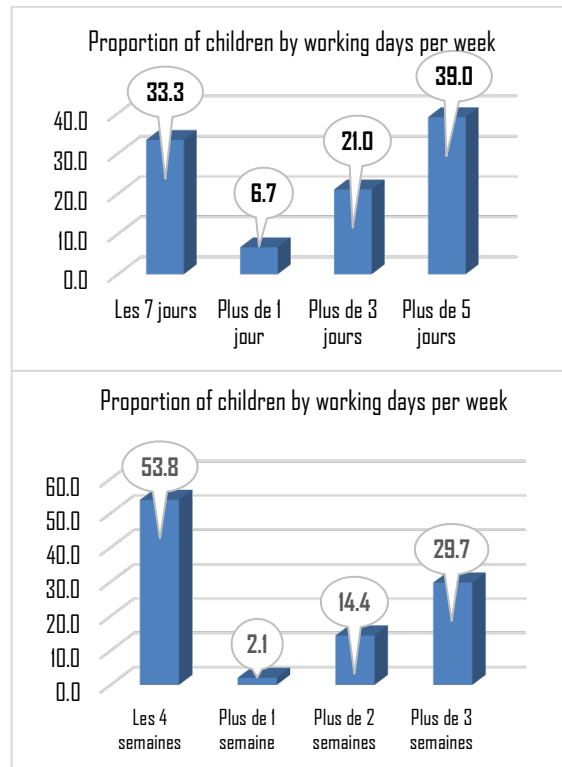
Domestic activities account for an increasing share of girls' work. As girls grow older, the total amount of work they do is therefore more underestimated. However, when girls are not engaged in 'big' economic activities, they are engaged in 'small' domestic and income-generating activities.

This combination of productive and reproductive activities considerably lengthens the working time of girls and women. Women are more obliged to do household chores. This confirms what is socially conceived and still embedded in the customs. The patriarchal society wants household chores to be reserved for girls and women.

It is generally found that the participation rate of boys in economic activities is higher than that of girls. This assumption is unfounded if domestic work is recognised as an economic activity. Then more girls will work than boys. As soon as domestic tasks - whether paid or unpaid - are included in the analysis of children's work, it is clear that girls work



more than boys, and this is true for adults (women and men). This distribution of tasks has an impact on children's working hours. Girls and boys work long hours every day and long weeks. On average, children work more than 8 hours a day for more or less 6 days a week. This means a weekly working time of more than 48 hours, which is enormous for children between the ages of 8 and 17 (the ages recorded in the survey). Nevertheless, the working hours of children in the EAPC areas are beyond human comprehension. It is akin to forced labour!



Women and girls are responsible for carrying out tasks that are considered light and less dangerous.

In the TPAE intervention areas, both girls and boys are present in related economic activities. Domestic work is most often assigned to girls. It should be emphasised that, more often than not, the domestic tasks carried out by boys are for their own account.

### 3.1.6. Dignity, safety & well-being

Like several communes in the interior of Mali, the communes in the TPAE programme have a level of health coverage. All the main towns in the communes have at least one functional community health centre and private clinics. Even on the gold-mining sites, there are private clinics.

However, working girls and boys face countless health risks. They face :

- Difficulty in accessing medical care in case of accidents or illnesses, as children are unable to make substantial savings for their eventual medical care;
- Lack of protective information in relation to reproductive (or sexual) health, especially for adolescent girls who need to be assisted at their age of susceptibility to STDs and early pregnancy;
- Insufficient precautions to be taken in the face of dangers linked to the use of toxic products or the handling of machinery;
- Lack of information on feeding precautions ;
- Insufficient information on precautions to be taken against unsanitary conditions in workplaces and homes;
- Insufficient measures for personal hygiene and sleep practice.

During the survey, 72% of the children interviewed recognised abnormalities in their bodies due to work. Three out of five children work more than 48 hours a week.

At this rate, the illnesses or disabilities that children later develop are exclusively related to the demands of their work, which is akin to '*forced labour*'.

The hours and days of work in the agro-pastoral zone are dependent on the periods of the agricultural production cycle. There are times when field work is difficult for children, such as ploughing, working in the rain or in the heat, spraying with chemicals and harvesting with sharp objects (sickles or cutters). The most common illnesses in the communes visited were malaria, diarrhoea, stomach ache, fatigue and recurrent dizziness.

According to the parents of child workers we met on the gold mining sites, children who fall ill or are injured are taken to health centres near the sites. In the cercles visited, no referral health centre (the second level of the health pyramid in Mali) is close to the gold panning sites and the roads are practically impassable by vehicles.

Although hand-washing kits were strewn on the spaces between the temporary shelters made of dry straw and plastic, when we visited Massiogo and Alhmadoulilaye, barrier measures against Covid-19 were not yet on the agenda. Jerry cans are used as containers to store water, the potability of which seems to be questionable. The environment in the gold mining areas is far from being improved for the health protection of children.

By observing children under the age of 5 being carried by their mothers, one becomes aware of the existence of nutritional problems. Mothers have suggested that their children (under 5) are not developing normally compared to other children elsewhere. This would imply that the children have growth deficiencies. Vaccination days are not sufficiently conducted at the gold panning sites. While the work environment has an almost identical impact on the health of girls and boys, the distribution of work will have different consequences on their health, depending on the activities carried out.

It can be argued that none of the activities carried out by the children take place in an adequate framework of good health, hygiene or safety. In addition to the physical risks, psychological illnesses develop as a result of the harsh working conditions, verbal or physical violence, recurrent lack of sleep and the use of drugs. On gold mining sites that are far from adequate health centres, the sale of illegally trafficked medicines and the opening of medical care corners (with doubts of illegality) are widespread. For gold mining, equally dangerous and quite harmful chemicals, which require protective clothing, are used outside of all recommended rules. The exploitation of children in gold panning sites is coupled with gender discrimination. While adults are acutely aware of the health risks incurred by boys, largely due to rockfall, the risks are less visible and develop on the ground. Less visible, they develop over the long term and can be very debilitating with illnesses such as low back pain, sciatica, herniated discs, etc. Children are exposed to chemicals such as mercury during the gold panning process, which can lead to neurological diseases. The work has a strong impact on the sexual and reproductive health of children on gold mining sites. Children are sexually active at an early age because of the promiscuity between children and adults, without having received education on their sexuality and on their protection against Sexually Transmitted Diseases (STDs) and HIV-AIDS. Specifically, girls are vulnerable to sexual violence, early pregnancy, HIV and AIDS and other STDs and are at greater risk than boys. A 16 year old girl living on a gold panning site is the mother of a 3 year old girl. In fact, the relationship of domination that they have with the male gender and the lack of knowledge of the risks can contribute to reducing their ability to protect

themselves. In predominantly agricultural areas, health centres are more accessible than in gold mining sites. In agriculture, child workers are exposed to the use of chemicals that are harmful to health and to agricultural equipment or machinery that can cause accidents.

The risks of falling ill are a daily occurrence for working children. These children are exposed to the risks of the worst forms of work:

- Excessive time and distances to be travelled which cause endless fatigue;
- The use of heavy equipment or machinery which can be the source of accidents;
- The use of toxic chemicals that cause cancer, deficiencies and even death;
- Lack of physical strength to perform certain tasks that hurt;
- Failure to determine the number and content of tasks to be performed which affect ;
- Unhealthy conditions in workplaces and rest areas that make people sick;
- Bodily uncleanliness which can cause wounds;
- Unhealthy food and insufficient drinking water (especially on the gold mining sites) which causes intestinal indigestion;
- Verbal, physical and even sexual aggression that affects morale and hurts;
- Sexual exhibitionism at gold panning sites can contribute to early sexuality.

Despite the high level of risk of accident or illness to which working children are exposed, it is important to recognise that not all children have access to medical treatment in case of emergency. It is obvious to recognise that not all medical treatment is sufficiently accessible to them in an emergency. Disparities between girls and boys in access to medical care are not visibly determinable. Working children's access to health care depends mainly on the feelings of their employers, parents or guardians. According to the interviewees, if the child lives with his or her parents, he or she is often treated better if he or she falls ill. However, if the child is in the care of someone other than the parents, then the child may lack adequate medical assistance. In the event of illness or accidents at work, children said that some employers will pay for their care but they do not always go to health centres. Sometimes children are treated by healers. Many children use their savings to treat themselves without the assistance of their parents, employers or guardians. The use of drugs to increase the pace of work is also a reality. Child workers are exposed to all kinds of acts that put their health at exponential risk. The heavy tasks they perform expose them to various diseases of the muscles, vertebrae and joints, as a Burkinabe boy of more than 15 years old on a gold-mining site anonymously testifies: *"One day, when I was handling the shovel and throwing gravel into the machine placed at some height from my head, I felt a shock in my lower back. Since that day I feel pain when I am tired. I told my boss, he buys me red tablets from a medicine seller on the floor. As soon as I take a tablet, the pain goes away. Sometimes when I am in pain I cry inside and then I can console myself."*

The communes in the TPAE programme have schools. However, the gold mining sites have no schools despite a high concentration of people and the presence of thousands of school-age children. School governance in the villages visited is dependent on a number of major difficulties, including

- The total absence of schools for children on the gold-mining sites;
- The inadequacy of schooling for children on gold mining sites;
- The inadequacy of schools for children with disabilities;

- Insufficient number of classrooms due to the ever-increasing number of students;
- Shortages of teachers in remote areas;
- The distance of gold panning sites from schools ;
- The inadequacy of vocational training programmes in youth training centres;
- The lack of quality education in schools.

Although 27% of children believe that they did not attend school because of the distance to schools, in the agro-pastoral communes, schools are still accessible to many children whose parents decide to enrol them.

Where the school system is failing, school can be a determinant of child labour. The lack of firmness of political and school authorities, the poor quality of education, the expense of supporting pupils, the distance to school are factors that lead families, especially the so-called poor ones, to put the child to work. The link between non-attendance and child labour is palpable because if all children do not go to school, where can they be?

24% of the children surveyed had not attended school and 21% had dropped out. By establishing the link between the age of the children who had dropped out of school and their level of education, we can see that the quality of education is inadequate. The cases of non-enrolment and dropping out of school affect both girls and boys. According to what the children said during the survey, many girls and boys have not been to school because of household poverty. The disparity between boys and girls in terms of school attendance in the first cycle of basic education is gradually diminishing.

In addition, 21% of working children have dropped out of school. There are many reasons for dropping out of school or failing. The most significant relate to the costs of supporting pupils (school supplies, regular food, clothing). The girls point to gender disparities, in particular: parental refusal, housework and the weight of the future wedding trousseau.

However, the security crisis in the north and centre of Mali is now the reason for the presence of many ex-students, children working in particular in gold panning.

Many of the child workers on the gold panning sites are from Burkina Faso, a country in as much of a security crisis as Mali. Among the children, nationals of Mali, Burkina Faso, Côte d'Ivoire and Guinea were identified. In addition to these nationalities, key informants report that there are nationals from Nigeria, Togo, Ghana and Niger.

### **3.2. Result 2: National policies**

In view of the hypotheses that the applicability of gender-sensitive texts is confronted with the obscure force of the tares of patriarchal society and that the vocational training legislation in force in Mali fails to cover the training needs of children and young people, it can be deduced that those in charge of governance do not follow the rules. The study found that policy decisions have less positive effects on the protection of children and especially girls before and during work in Mali. In any case, the alignment of national laws with international treaties does not guarantee that state services will succeed in protecting children from the need for child labour in the production sectors.

#### **3.2.1. Decision-making models**

Political decisions are made on the basis of laws. Laws are legal acts discussed and decided upon by the National Assembly in Mali with the support of the Government composed of ministers charged with executing the materialised political vision of the President of the Republic. The contents of the laws

attempt to balance the relationship between the two sexes in Mali. But traditional practices still override the laws. More and more voices are being raised to demand the real place of women and girls in society. To date, efforts have had an impact, but in everyday life, there is still a long way to go for gender equality in Mali. There is no specific law on gender-based violence (GBV), although cases of violence against girls and women can be sanctioned by criminal law.

The Agricultural Orientation Law (LOA) provides for equitable access to agricultural land resources and the possibility of positive discriminatory measures for vulnerable groups, but customs and traditions effectively exclude women from this.

Despite the efforts made by those promoting and defending democracy and human rights, the conservative spirit of cultural flaws hinders political decision-making that would allow Mali to connect international treaties with national and local legislation on gender. Since 2015 a law provides for quotas of at least 30% of either sex in institutions and on electoral lists. And since 2011, a National Gender Policy exists. Finally, different strategic documents integrate gender in their actions and objectives, such as the annual laws on the adoption of public finances, which provide for budgeting that appears to be gender sensitive.

At the international level, Mali has ratified CEDAW, its protocol on violence against women, and the Maputo Protocol without reservation. Although it has ratified important international instruments, Mali has not yet made its national system consistent. On the one hand, although legal provisions exist in favour of gender equality and the promotion of women's empowerment, in practice (so-called religious) customs constitute major obstacles to the application of these texts. On the other hand, legal loopholes in some areas (e.g. domestic violence) legitimise customary practices.

### **3.2.2. Social norms beliefs and practices**

The implementation of national gender policies in Mali is hampered by social beliefs assimilated to traditional and Muslim practices that have been able to override legal texts despite the secular nature of governance.

Three quarters of the population live in rural areas. Malian society is made up of different ethnic groups spread throughout the country. They are either nomadic or sedentary, and in fact evolve in three dominant production systems, namely agriculture, fishing and livestock breeding, to which are added crafts and trade. These ethnic groups are traditionally characterised by a strong social hierarchy and the specificity of the differentiation of male and female roles. Customary and religious practices still remain the references for the management of relations between women and men in the family. Unfortunately, they are used to justify harmful behaviours and practices such as levirate/sororate, excision, caning, early and forced marriages.

### **3.2.3. Access and control of resources**

When meeting the actors (child workers and employers of children), it is also clear that the public services are taking advantage of the situation of child labour. It is very common to find that at the security checkpoints along the access roads to child labour sites, sworn officers allow children to pass through without formal justification of their identities. Whereas there are regulations in place for the permitted mobility of children. In doing so, the behaviour of

control officers de facto favours the employment of children as easily exploitable labour and exposed to any risk of abuse.

#### 3.2.4. Laws, policies, regulations and institutional practices

The government has an obligation to design vocational training policies to accompany young people towards a better socio-economic future. But unfortunately, the results of the survey show only despair. Despite the fact that 87% of the child workers interviewed during the survey wanted to have a training course leading to a qualification, the findings show that there is a lack of hope for adequate training everywhere in the TPAE programme's intervention areas. Nevertheless, among young people (18-24 years old), 46% are self-employed. However, this rate is much higher for young men than for young women. That said, working girls are less likely to have decent jobs in the future. However, young entrepreneurs who have been child labourers find that child labour is in itself a training ground, notwithstanding the serious consequences for their normal development.

Tens of thousands of children are subjected to arduous work in agriculture, in cities and on gold-mining sites where some children are exposed to unprecedented risks such as toxic and deadly chemicals, or have taken to descending into traditional mine holes reaching more than 100 metres below ground.

The protection of children's rights seems to remain one of the major concerns of the State of Mali, as shown by the many actions undertaken in this area. These actions include the subscription to several international texts, the adoption of numerous legislative and regulatory texts at the national level, and the multiplication of public services, associative services and private services, all dedicated to the protection of children.

- The Labour Code prohibits the employment of children under the age of 14. The Labour Code prohibits the employment of children under the age of 18 in work that exceeds their strength, presents causes of danger, or which by its nature and the conditions in which it is carried out is likely to injure their morals.
- However, Decree No. 96-178 of 14 June 1996 prohibits work before the age of 12 and authorises the work of children between the ages of 12 and 14, provided that it is "light work" (2 hours per day for children attending school, 4.5 hours for children not attending school).
- In 1998 the National Programme to Combat Child Labour (PNLTE) was launched by the Ministry of Labour in collaboration with the International Labour Office (ILO), the main objective of which was to increase the capacity of government agencies, employers' and workers' organisations and non-governmental organisations to design and implement policies, programmes and projects to prevent children from being put to work at an early age and to abolish child labour in the most hazardous activities and in the most serious exploitative situations and to offer children and their families viable alternatives. On 8 June 2011, the government approved the National Plan for the Elimination of Child Labour (PANETEM) 2011-2020, which aims to eliminate the worst forms of child labour such as slavery, forced recruitment in armed conflict or for prostitution and illicit trafficking in a first phase between 2011 and 2015, and in a second phase between 2016 and 2020, the most recent of which is currently being developed.



With all these legal and administrative efforts, children continue to be employed throughout Mali.

### 3.2.5. Roles, responsibilities and timetable

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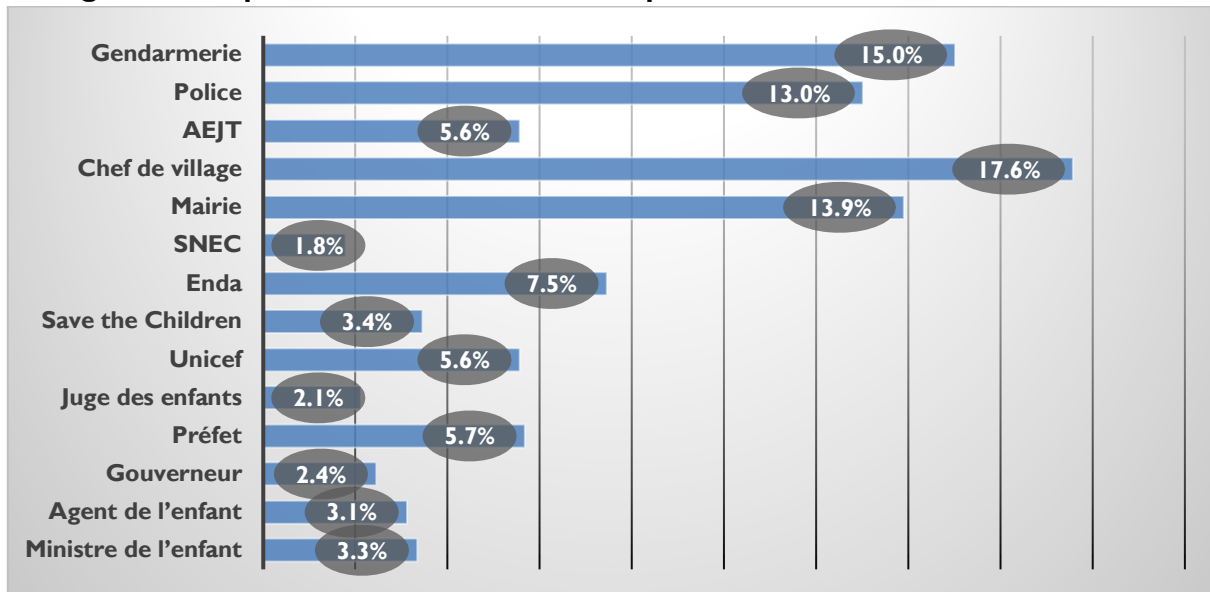
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With all these legal and administrative efforts, children continue to be employed throughout Mali.

A reading of the legal texts shows that the laws are less ambiguous in the sense that they appear at first sight to be solutions for the protection of children. However, more and more children and young people are being forced into less decent work. In the survey, more than half of the children and young people were unaware of the child protection actors. TPAE targets find that child protection actors are less present for them. This suggests that children are not sufficiently reached by the actions of state services, civil society organisations and trade unions. These responses from children and young people indicate the lack of effective presence

of actors alongside the targets. The following graph shows the proportion of knowledge of the actors among the targets.

**Figure 8 - Proportion of awareness of child protection actors**



Children move with indescribable ease between the interior regions of the country and between states territorially close to Mali.

During the survey, we had to observe children, girls and boys, from Mali, Burkina, Côte d'Ivoire and Guinea.

Inter-regional child trafficking is recurrent due to the following factors

- The security crisis that Mali and Burkina Faso are experiencing due to the presence of armed terrorist groups is causing massive displacement and dislocation of many families;
- The Malian education system does not meet the criteria of inclusive quality education advocated by the authorities in order to address the specific needs of children and young people in different parts of the country;
- The lack of strict police control (internal and border) makes it easy to access areas where child labour is used;
- The failures of the child justice system mean that criminals can do as they please without worry;
- The lack of control and sanctions in the economic production chain of the informal sector allows criminals to practice the worst forms of labour (in this case forced labour) against the most vulnerable;
- The lack of collaboration and coordination between actors in child protection means that projects and programmes fail to catch on, and disparities are widened;
- The lack of development and support for youth structures and organisations through capacity building and endogenous empowerment means that communities lack adequate means to combat child labour.

It can be observed that the mobility of children affects more boys than girls. In addition to Malian children, Burkinabe children constitute the second largest colony in the TPAE areas.

Young Nigerian and Ivory Coast nationals can be found on the gold panning sites distributing alcoholic beverages, running bars and working as sex workers.

### 3.2.6. Dignity, safety & well-being

Of the 195 working children interviewed, 92 of whom were girls, 47% of the girls and 51% of the boys had not attended school because of their parents' poverty. And 95% of the girls and 93% of the boys believe that they are at risk of consequences of early work. Feelings of shame about their well-being affect 30% of working children. With regard to child abuse, 22% of girls and 28% of boys said they had been abused. With hope, 50% of children believe that the promotion of children's rights is possible in Mali.

Overall, at the legal and institutional level, Mali has adopted texts (ratified and national). However, there are still tensions and inconsistencies in the harmonisation between the ratified international conventions and domestic legislation. These legal discontinuities prevent effective application. Texts and laws are drafted but their general application remains far below the set objectives. Among the main constraints that deserve attention are customary issues that are not integrated or are only loosely aligned with international conventions and domestic laws. Indeed, the analysis of the actors makes it possible to understand a complex relational and cultural dynamic with regard to child labour. It appears that there is a plurality of affinity, village and ethnic forms of child labour, which does not always make it possible to distinguish between work and exploitation, or to understand the sociological underpinnings, or the general context of the secular mobility of children. Furthermore, another constraint deserves to be highlighted and concerns the dispersion of structures and the difficulties, or even absence, of coordination. How can these structures, which often lack resources and have unclear objectives, be effectively brought together at local and regional level? Another challenge posed by the accumulation of texts and laws concerns the quality of statistical data. How can they be made reliable by harmonising actions to achieve a coherent collection and processing framework? These questions are topical in Mali. National policies do guarantee the dignity, safety and well-being of children. But abuse practices related to dignity, safety and well-being remain unpunished in the areas of intervention of the TPAE programme and elsewhere in Mali.

### 3.3. Result 3: Private sector

At the start of the study, the hypotheses established that child employment is a cheaper form of labour, especially for the informal private sector. This is because children are brought to work without any prior verification by the state services responsible for ensuring compliance with the law. It also happens that girls are the most affected.

The formal private sector cannot employ children illegally. The other side of the private sector, which is informal, i.e. does not obey any established rules in labour relations, is the sole and potential employer of children in all forms of child labour. From this observation, we can deduce that children do not enjoy their right to protection in Mali's working conditions.

The gender determinants are related to corporate social responsibility. It is important to note that in the context of this GA, the shortcomings identified are the responsibility of the informal side of the private sector. Otherwise, the formal side cannot employ children under the legal age. Safeguards at this level have helped to protect children.

### 3.3.1. Decision-making models

The underdevelopment of the formal private sector is a major contributor to the employment of child labour, as the control of the informal sector would easily escape the state of Mali. Within formal corporate governance, there are legal instruments that contribute to the removal of children from work. But in the informal private sector, the employment of child labourers under all the wrong working conditions depends on the needs of the labour market. Secondly, working conditions are set by employers to the detriment of children's rights. This is why, among the 195 children interviewed, 92 of whom were girls, it was found that all the child workers were working in the informal sector. The conditions of employment are so inhumane that they can be explained by :

- ✓ 6% of girls and 7% of boys are under 10 years old;
- ✓ 51% of the girls and 65% of the boys are under 15 years old;
- ✓ 42% of the girls and 27% of the boys are over 15 years old.

### 3.3.2. Social norms beliefs and practices

Whatever the argument, social practices contribute to the employment of children by the informal private sector. The reasons given relate to household poverty. But poverty cannot explain child labour in any tradition in Mali. Child labourers have only had the misfortune to encounter adults with little common sense. Without child labour, the informal private sector is doomed to disappear. On the gold mining sites, the first striking image is the massive presence of children. Girls and boys are employed as if this is normal. In agriculture, some employers recommend to child labourers that their future employees should not be as old (under 15) so that they are easily exploitable. This is because older children (15 years and over) are not easily manipulated. Girls and boys pay the price when they are employed in domestic work, catering and other related activities. It is an open secret that they can be seen everywhere in households of varying wealth and on the streets selling goods.

### 3.3.3. Access and control of resources

The fruits of child labour largely accrue to employers, and if there are any actors who have free access to child labour, it is the employers in the informal sector. With the child workers we met during the survey, we could understand that :

- ✓ 19% of girls and 48% of boys work in agriculture;
- ✓ 19% of girls and 12% of boys work in gold panning;
- ✓ 100% of household helpers are girls;
- ✓ 100% of the apprentices in the carpentry and welding trades are boys.

### 3.3.4. Laws, policies, regulations and institutional practices

In the institutional practices of formal enterprises, legal instruments are designed to comply with national legislation, the effects of which contribute to the protection of children in particular. These instruments include codes of conduct, codes on procurement of goods and services, partnership agreements, employment contracts and often the safeguarding of children's rights (especially with NGO partners).

### 3.3.5. Roles, responsibilities and timetable

Child labour is complex, not least because child labour operations are in the informal sector, which is difficult to monitor, and also because child labour affects mostly vulnerable families and is linked to poverty.

Agricultural and mining companies are the main economic drivers in the regions and have an important role to play in the fight against child labour. Indeed, these companies have many interests at stake. They are concerned with child labour in their production chain and seek to curb this practice, which is a threat to their image. In addition, they are subject to social responsibility obligations that require them to implement sustainable development projects for the communities affected by their activities. "By developing a corporate social responsibility programme, the TPAE programme can act as an advisor to companies and a facilitator for their community projects.

It is the duty of the actors (TPAE and agricultural and mining companies) to respond to child labour by supporting social initiatives that are an effective way of reintroducing child rights issues. These initiatives, if agreed with and owned by the communities, are a real lever for community development, and can be integrated into the socio-economic development plans of the regions.

### 3.3.6. Dignity, safety & well-being

The findings show that 100% of the working children who took part in this study work in the informal sector. The informal private sector is characterised by the fact that no private initiative is properly constituted under company law. In Mali, agriculture, handicrafts, gold panning and other activities can be carried out without any legal formality. And that the private sector is largely dominated by the informal sector, so the easy employment of child labour is automatically an illegal recourse. If the informal private sector is the primary provider of employment for children, then Malian production is largely tainted by the violation of children's human rights

## 3.4. International policies

It is regrettable that diplomatic relations between states are not sufficiently binding, that international organisations do not sufficiently call on state and economic actors to fulfil their responsibilities. As a result, many children work outside the protection they should legally enjoy.

### 3.4.1. Decision-making models

The decision-making model in the fight against child labour is quite top-down. That is, actions are usually decided at major political summits at the international level, so that local specificities are in part less taken into account. Child labour is a crucial issue, affecting an estimated 215 million children worldwide. The ILO, with more than 90 years of existence, has been working towards the abolition of child labour, adopting internationally recognised labour standards and creating the International Programme on the Elimination of Child Labour (IPEC) in 1992. IPEC has made progress in the fight against child labour. It is present in almost 90 countries and millions of children benefit from it. IPEC uses internationally recognised labour standards and implements cooperation projects to achieve its goal of eliminating child labour.

However, international policies are in a bad position because they mostly fail on the ground. Only criminal groups impose their will by employing children in different sectors of activity. International policy measures do not have the desired effect on children. The EAPL programme can work closely with the ILO to mobilise other positive forces for the elimination of child labour.

### 3.4.2. Social norms beliefs and practices

The exchanges with the people we met and interviewed revealed that the real needs of children and their communities are not taken into account in the planning of human rights policy interventions, in this case the specific rights of children, women or people with disabilities. The majority of people interviewed during the survey reported that the interventions carried out by international and national organisations were less appropriate to the challenges faced. For example, the TPAE programme has become known but does not yet provide solutions for the effective schooling of children who are born and grow up, in particular, on the gold-mining sites. On the gold panning site, medersas (Muslim schools) have been created through the efforts of the Islamic brotherhood "An çar dine" of the famous preacher Haïdara, president of the High Islamic Council of Mali. It is up to the programme interventions to address local options that can be adapted to the education and health of children in the corners of the intervention areas that are fundamentally suffering from violations of the fundamental rights of children.

Africa is particularly affected by the scourge of child labour. Among the world's largest regions, the African continent has both the largest number of child workers and the highest proportion of children in child labour. It also has a significant number of victims of forced labour, human trafficking and modern slavery. The African continent is working to combat child labour, which generally affects the most vulnerable populations. The eradication of child labour has long been the subject of a number of continental legal instruments and policy frameworks, including

- The African Charter on Human and Peoples' Rights ;
- The African Charter on the Rights and Welfare of the Child;
- The Ten-Year Plan (2020-2030) on the eradication of child labour, forced labour, human trafficking and modern slavery in Africa: Agenda 2063 - target 8.7 of the MDGs. It aims to help stakeholders across the continent to make further efforts.
- The continent has also achieved near-universal ratification of international conventions on forced labour, human trafficking and child labour, as well as the UN Convention on the Rights of the Child.

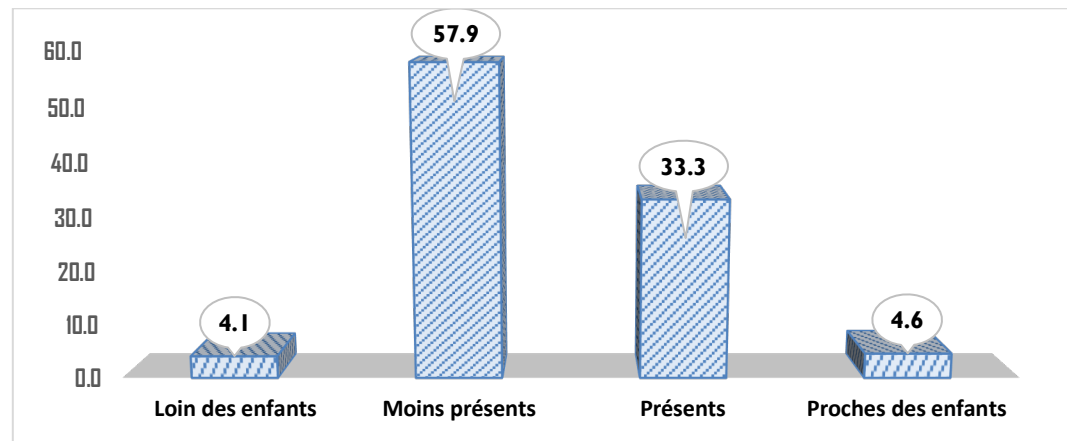
Like the United Nations, the African Union has adopted texts that unfortunately have not had the desired impact on the population.

### 3.4.3. Access and control of resources

Children and young people are seen as a vulnerable segment of society. The protection policies expressed in the laws whose implementation should contribute to better protect children are not there. The children and young people questioned during the survey suggest that these policies are less operational in their favour. The majority of children, young people and adults surveyed believe that policies and programmes are less present in the effective protection of children. However, the survey reveals a paradox that seems to be in favour of the confidence

that children have in the actors of protection. For 79% of children believe that the actors will be able to put an end to the worst forms of child labour if they manage to remain present enough and produce more positive effects on the ground. The following graph shows the situation regarding the presence of child protection actors (public services, international institutions and NGOs).

**Figure 9 - Proportion of field presence of actors**



#### 3.4.4. Laws, policies, regulations and institutional practices

The ILO therefore attempts to draw a radical line between activities that are not harmful to the development of the child, which it defines as "child work", and those that constitute "child labour". This "child labour" includes, on the one hand, "work which, by its nature or the conditions in which it is carried out, is likely to harm the physical or mental health or morals of children" and, on the other hand, work prohibited to minors, either "by national legislation, in accordance with accepted international standards" or because "they are classified as the worst forms of child labour, as defined by the international community as slavery, trafficking, debt bondage and other forms of forced labour" (ILO, 2002: 9).

According to the ILO, child labour is defined as work that deprives children of their childhood, impairs their potential and dignity, and damages their physical and mental health. It is work that is hazardous to the health and physical, social or mental development of children, compromises their education by depriving them of schooling, forces them to drop out of school prematurely, and obliges them to accumulate school and work activities that are excessively long and too strenuous for them (the children). What is considered child labour depends on the age of the child, the type of work, its duration, the conditions under which it is performed, and the legal requirements of the country concerned. In addition, the definition depends on the labour sector in each country. The ILO has adopted two conventions relating to the protection of children: Convention 138: Minimum Age Convention, 1973; Convention 182: Worst Forms of Child Labour Convention, 1999. In Article 3 of ILO Convention 182, "worst forms of child labour" are defined as follows:

- 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, including forced or compulsory recruitment of children for use in armed conflict;

- The use, procuring or offering of a child for prostitution, production of pornography and pornographic performances;
- The use, procuring or offering of a child for illicit activities, including the production and trafficking of drugs, as defined in the relevant international conventions;
- Work which, by its nature or the conditions in which it is carried out, is likely to harm the health, safety or morals of the child.

For member states, these core labour standards are binding. But when companies violate these conventions or when governments refuse to implement them in their countries, the ILO has no way of sanctioning them.

While every human being under the age of 18 is considered a 'child', a child worker must nevertheless reach the age of 15 (legal working age). This is a person to whom the law does not grant legal responsibility to enter into an employment contract. The protection and defence of the child's growth interests is therefore entrusted by law to his or her parents, family, or, if they fail to do so, to the social services and the judicial system. The child is a person with specific needs to be able to develop normally in physical and mental terms. The main emphasis is on natural, normal fragility and the importance of care by the family or society. This says that the child has a natural right to protection without any further distinction. While child labour is a widely used term, there are many misconceptions about what it should and should not be. However, child labour is any work that is prohibited for children by law because the work can harm the child, the child is quite vulnerable and the work prevents the child's normal development. In this case, child labour is a worst form in itself as well as all other worst form qualifications in child labour. Children are more vulnerable than adults because their bodies and minds are still growing and developing, and they can suffer lasting damage by working in conditions inappropriate to their age. This is why certain tasks and working conditions are prohibited for children.

The situation of child labourers is of concern throughout the world. In Africa and in the West African region, the phenomenon of child labour has its own particularities. In Mali, the child labour context can be distinguished from other contexts elsewhere.

#### **3.4.5. Roles, responsibilities and timetable**

However, like forced labour, human trafficking and contemporary forms of slavery, child labour is recognised as one of the worst forms of work. The 2015 ILO Global Report on Child Labour states that 168 million children are in child labour worldwide, while at the same time there are 75 million unemployed young people aged 15-24 and many more who have to accept jobs that do not provide them with a fair income, security at work, social protection or other essential features of decent work. In terms of the development and adoption of legislation to combat child labour, the world's states, through the United Nations, the ILO and the ILO, have won. However, the phenomenon of child labour persists by its very existence. Beyond all the texts, we are entitled to ask ourselves the following question: what is not working?

#### **3.4.6. Dignity, safety & well-being**

In the context of the elimination of child labour and for the welfare of children, international treaties have been made. These include:

- Minimum Age Convention, 1973 (No. 138);



- Minimum Age Recommendation, 1973 (No. 146);
- Worst Forms of Child Labour Convention, 1999 (No. 182);
- Worst Forms of Child Labour Recommendation, 1999 (No. 190);
- Medical Examination of Young Persons (Industry) Convention, 1946 (No. 77);
- Medical Examination of Young Persons (Non-Industrial Employment) Convention, 1946 (No. 78);
- Medical Examination of Young Persons (Underground Work) Convention, 1965 (No. 124);
- Recommendation (No. 79) on the medical examination of children and young persons, 1946;
- Recommendation (No. 125) on the Conditions of Employment of Young Persons (Underground Work), 1965 ;
- Minimum Age (Non-Industrial Work) Recommendation, 1932 (No. 41);
- Minimum Age (Family Enterprises) Recommendation, 1937 (No. 52);
- Night Work of Young Persons (Industry) Convention, 1919 (No. 6);
- Night Work of Young Persons (Non-Industrial Employment) Convention, 1946 (No. 79);
- Recommendation (No. 80) on Night Work of Young Persons (Non-Industrial Work), 1946 ;
- Night Work of Young Persons (Industry) Convention (Revised) (No. 90), 1948 ;
- Recommendation (No. 14) on Night Work by Children and Young Persons (Agriculture), 1921.

#### IV. CONCLUSION & RECOMMENDATIONS

Having established the gender-specific situation regarding the non-enjoyment of the fundamental rights to health and education of working children, proposals for interventions should enable the WFCW Programme to respond to the facts.

The adoption of laws condemning the employment of children in economic activities to the detriment of their normal development shows that the shortcomings of protection lie in the community, educational, security and judicial systems. One may dare to believe that the community system is the first line of protection for children. Thus, proposals for accompanying measures to abandon the worst forms of child labour must be addressed and carried out at local, national and international levels. Children's rights issues must now be miniaturised. It will be a matter of communities themselves taking ownership of solutions to the phenomenon. Thus, the process of ownership of the change of practices within the community in favour of children will now be real in the communities. This will necessarily require technical, material and financial assistance.

The study found that the main gender-specific factors that constitute the causes of child labour in Mali are

- Social beliefs assimilated into everyday practices contribute to the amplification of the employment of girls and boys in the workplace;
- The informal sector is one of the first to encourage child labour for girls and boys;
- Girls and boys are the profitable workforce of the informal sector;
- Economic poverty is cited as the perceived cause of child labour;
- Inadequacies in the roles and responsibilities of protection actors are the primary real cause of child labour;

- The consequences of the security and political crisis favour the early work of girls and boys;
- The total absence of schools for children on the gold-mining sites encourages early work for both girls and boys;
- The inadequate schooling of children on the gold mining sites encourages early work by girls and boys;
- Inadequate classroom space due to high enrolment encourages early work for girls and boys;
- Inadequate numbers of teachers in remote areas encourage early work by girls and boys;
- The distance of the gold panning sites from the schools favours early work for girls and boys;
- The inadequacy of vocational training programmes in youth training centres encourages early work by girls and boys;
- The lack of quality education in schools encourages early work for both girls and boys;
- Boys have more freedom to make decisions about child labour than girls;
- Working boys are more mobile than working girls;
- The majority of working girls are handed over to employers by their parents;
- Girls are more likely to be employed in domestic work than boys;
- Girls are paid less than boys;
- Agriculture, domestic work and gold panning occupy the children more;
- Agriculture employs more boys than girls;
- Gold panning employs both boys and girls
- The number of working boys is higher than that of girls;
- Working girls are at greater risk of sexual abuse than boys;
- Children (girls and boys) start working at an early age;
- Fathers and mothers are involved in child labour;
- The porous nature of borders between states and the lack of rigour at checkpoints and security posts encourage child labour;
- The mobility of children (girls and boys) is common in the areas;
- Almost all children (girls and boys) in mobility are destined for work;
- Nearly 2 out of 5 mobile children are girls;
- Working and mobile children (girls and boys) are at risk of exploitation or disappearance;
- The amount of work done by children (girls and boys) is abusive;
- Children (girls and boys) are tricked into working;
- Many children (girls and boys) are unaware that they should be protected at work;
- Working children (girls and boys) are unaware of protection structures;
- Ratifying treaties and passing laws is not enough to protect girls and boys from the worst forms of labour .

In the face of the general and gender-specific factors of child labour observed in the TPAE programme intervention areas, during the field interviews, it can be seen that

- Almost all the adults we met were willing to understand the conditions for children in the workplace;
- Several of the women interviewed who were mothers were in favour of raising the age of marriage for girls to 15 (i.e. 16);
- Many of the parents we met felt that all children should go to school to learn to read and write for their future well-being in society;

- The children, both boys and girls, interviewed think that school is a great opportunity for them and their parents;
- Local organisations are ready to commit themselves to fight against early child labour in communities.

That said, some of the protective factors for children at work that can be relied upon include

- The existence of a set of administrative and legal texts that are favourable to the protection of children, gender promotion and the fight against GBV;
- Public and private services can be mobilised for the protection of working children;
- Local organisations have child protection as a key development vision;
- Organizations working to combat GBV and promote gender equality have branches in various localities;
- Endogenous child protection mechanisms exist in localities;
- Children's and youth organisations are committed to the protection of children;
- A coalition of Malian civil society organisations contributes to the promotion and defence of children's rights.

The next step in the study on gender analysis of child labour in the intervention regions will be to formulate recommendations to the study's sponsor. In doing so, the TPAE programme could, within its capacity, undertake actions with the following actors

#### **The children**

- ✓ Building children's skills on working conditions in localities;
- ✓ Organising children to fight against the abuse of child workers.

#### **The parents**

- ✓ Informing parents about the best conditions for children's work;
- ✓ Organise parents to fight against the abuse of child workers.

#### **National umbrella organisations and socio-professional organisations**

- ✓ Create an influential network of national organisations on the issue of removing children from work;
- ✓ Accompany this influential network of national organisations in taking appropriate action to abandon child labour.

#### **Local organisations**

- ✓ Strengthen the capacity of local organisations within communities and villages on child labour issues;
- ✓ Prioritise local solutions for the abandonment of child labour by local organisations.

#### **Communities**

- ✓ Integrate gender issues systematically in the analysis of the policy situation of communities;
- ✓ To create emulation between communities on the issue of abandoning child labour.

#### **The private sector**

- ✓ Organising the formal private sector in the mobilisation of actors to combat child labour in the informal sector;
- ✓ Facilitate appropriate vocational training conditions for children of apprenticeship age.

### **The Government of Mali**

- ✓ Initiate inter-institutional meetings to reflect on valid solutions for the real withdrawal of children from the worst forms of work;
- ✓ Support institutions and their branches in the implementation of valid solutions for the effective removal of children from the worst forms of child labour;
- ✓ Assist in mainstreaming gender in situation analysis and government decision-making.

### **International NGOs**

- ✓ Creating an influential international network of NGOs to fight child labour;
- ✓ Mobilise NGOs specialising in child protection to carry out advocacy work with decision-makers.

### **The EU, the Dutch Government and the United Nations System**

- ✓ To report on the specificities of child labour in the Malian context;
- ✓ Situate the socio-economic relations to the disadvantage of women and girls at work;
- ✓ Initiate advocacy actions for a strong mobilisation of the institutions

## **ANNEXES**

### **Annex I-Terms of reference of the GA**

**Type of contract :** Consultancy  
**Language required :** French  
**Place of work :** Sikasso and Ségou  
**Project title:** "Work: No Child Business (WNCB)  
 "Work: Not the Business of Children (WFCL)

**a. Context :**

Child labour can be defined as any form of productive activity, paid or unpaid, carried out by an individual **under the age of 18**. It is often carried out within or outside a family production unit. In Africa, specifically in Mali, it is often seen as a form of education/socialisation of the child. Despite the existence of legal instruments such as the International Convention on the Rights of the Child (Art. 19-28-29-31 32-33-34-35); the African Charter on the Rights and Welfare of the Child (Art. 11-12-14-15-27-29); ILO Convention No. 138 on the Minimum Age for Admission to Employment (1973) Ratified in 2002 and ILO Convention No. 182 on the Elimination of the Worst Forms of Child Labour (1999) Ratified in 2000; child labour continues to grow globally. According to global estimates, there are 160 million child workers in the world with an increase of 8.4 million children since 2016 globally. In Africa, 86.6 million children, or 16.6 million additional children, are engaged in child labour.

The distribution of children by sector of activity is as follows:

- Agriculture: 112 million children
- Service: 31.4 million children
- Industry: 16.5 million children

The national survey on child labour in Mali (2005) revealed that 3 million children aged 5 to 17 are economically active, i.e. 2 out of 3. Of the 3 million, almost 2.4 million children aged 5 to 14 are child labourers (65% girls and 69% boys in both urban and rural areas). Of these children, 2,450,729 million children aged 5 to 17 are engaged in harmful work, i.e. 8 out of 10 economically active children and 1 out of 2 children aged 5 to 17. Of these children, 1,607,780 are actually involved in hazardous work or 65.6%.

The sectors of activity in Mali are agriculture, mining and quarrying, the informal economy and domestic work (especially in urban areas) with the resultant trafficking in children, commercial sexual exploitation and HIV/AIDS. The problem of child labour, particularly in the mining and agricultural sectors, is increasingly worrying in the programme's areas of intervention in Mali, as many women and children work at the risk of their health.

Even women and children in communes/villages that do not have a gold panning site are not spared as many migrate to gold panning sites in neighbouring communes. In the agricultural sector, access to natural resources for women and children is very difficult. Worse still, a child trafficking network is being built around gold panning and in the agricultural fields. Added to this is the risk of spreading diseases contracted on the sites, further affecting an already vulnerable population. The role of women and the impact on children need to be documented in order to make concrete proposals for action.

The results and solution proposals from this research will not only serve the target groups (families, affected children) but also have tangible evidence to put pressure on decision makers to become changemakers in the fight against child labour.

This research will contribute to existing knowledge on child labour, the specific role of women and children in gold and cotton production and the impact on their health and on the education of children (girls and boys). It will provide an understanding of the gender dimension in the organisation of work on the sites and the level of assignment/consequences. The exploitation and sexual abuse of children, particularly girls, will also be explored. This information will also serve as a lever for advocacy in the fight against child labour. Also these local informal enterprises will be sensitised and used in the fight against child labour.

**b. Objectives of the mission :**

The aim of this study is to carry out a gender analysis of child labour and to find out the consequences on children's health and education in order to contribute to the eradication of child labour and to put in place measures to support and protect children. This research will shed light on the gender dimension in the division of labour, child trafficking, migration and the harmful consequences of child labour in order to draw the attention of communities, Malian authorities and technical and financial partners. The research will also contribute to the production of knowledge on the issue of child labour in the WNCB programme's intervention areas and the results will be used for better advocacy and lobbying on child protection.

**c. Expected results :**

**The expected results are :**

- Identify the main issues that contribute to gender gaps and inequalities, their links to child labour and other vulnerabilities that promote child labour, such as school drop-out, unsafe migration, unemployment and risks and vulnerabilities related to gender-based violence.
- provide information on equitable access to opportunities, including equal education and retention; gender-related barriers to transition to decent work; different approaches to equality, diversity and inclusion in the private sector;

- provide evidence and recommendations for promoting gender-transformative project strategies and interventions to inform the planning and programming of the new phase of the project; recommendations for gender-sensitive child labour legislation and for any interventions for the prevention and elimination of child labour.

#### d. Consultant's mandate and deliverables

**Task 1:** Develop Inception Report for gender analysis. The inception report should provide an outline of the study and describe how the information for the gender analysis will be located, included or excluded, the specific methodology, the proposed sampling, the ethical consideration and the specified timeframe.

➤ *Deliverable 1: The inception report for the gender analysis developed and approved by TPAAE.*

**Task 2:** To conduct a literature review and examine available statistics to synthesize the gender inequalities and gaps that lead to, facilitate, or interact with child labour in Mali.

➤ *Deliverable 2: Draft (chapter) literature review on gender inequalities and gaps and their correlation with child labour in various parameters (such as education, employment, migration, child labour policies), which will form the first part of the overall report.*

**Task 3:** Conducting interviews and consultations at the local, regional and national level to gather information on gender gaps and inequalities, its links to child labour, access to opportunities and different approaches to equality, diversity and inclusion in the private sector, and preparing the draft report.

➤ *Objective 3: Project (chapter) highlighting gender gaps and inequalities in child labour, equitable access to opportunities and compliance approaches.*

**Task 4:** On the basis of the above, to develop reasoned recommendations for the government, the private sector, and the AWPS on promoting gender transformations in child labour interventions in Mali. The recommendations will form the third part of the overall report. With regard to the WFCL specifically, the report should provide reasoned recommendations and evidence for advocacy.

➤ *Deliverable 4: Draft (chapter) conclusions of the study with recommendations on how each stakeholder can promote gender equality in the fight against child labour in Mali.*

**Task 5:** Presenting the consolidated draft global report to the relevant stakeholders at a technical meeting and validation workshop in-country. Receiving, consolidating, incorporating and responding to comments provided by TPAAE, and other key stakeholders.

➤ *Deliverable 5: Consolidated global report finalised and submitted to TPAAE.*

**Task 6:** Presenting the finalised consolidated global report to the relevant stakeholders at an in-country advocacy/dissemination workshop at a date to be agreed.

➤ *Deliverable 6: Presentation of the final report at the dissemination workshop.*

In summary, the consultant shall provide the following deliverables:

**Inception report.** The inception report should cover the methodologies and work plan, but focus on a participatory process and align with the work plans of other countries.

- **Draft report** and presentation using an agreed structure and taking into account comments received from partners.

- **Final report:** Submission of the final report in digital and hard copy after incorporating comments and aligned in consensus with the structure of all countries.

The start-up phase will be marked by a scoping meeting in order to have a harmonised vision of the objectives and expected results of the mission. On this occasion, the consultant will present his/her more detailed methodological approach and the tools to be used as well as the provisional timetable. To this end, he/she must provide the following:

#### e. Methodology :

The research methodology for the profile will include at least :

- Compile as extensive and detailed a list of reference documents as possible and necessary;
- A literature review of a number of documents selected from the list above that may provide information for the main sections of the gender analysis. In this literature review, relevant recommendations and strategies that have not yet been addressed by recent studies such as the baseline and Sensemaker and policy (especially if they have been generated by recent studies).
- If certain issues are deemed too sensitive to be published, they should be reported separately in an internal record.
- The study and analysis will be carried out in a multidisciplinary manner and will cover relevant cross-cutting issues, including appropriate participatory tools selected with the Gender Equality Working Group (GEWG) and the country team, including those relevant to all Alliance countries, the GEWG and should involve national partners in the work.

The **design and implementation of the methodology should also ensure that the principles of gender equality, inclusion and non-discrimination are taken into account and applied throughout the process.**

The study would be led by the consultancy team who will adopt a mixed quantitative and qualitative evidence-based approach and use a number of data collection tools, including document review, direct observation, key informant interviews and focus group discussions. A literature review has already been done by the programme and will be consulted by the consultancy team may also use a participatory approach to design a data collection or analysis that will include the specific perspective of women, men and youth.

The research methods to be used by the consultant will include a combination of quantitative and qualitative data. Disaggregated statistics are essential for gender analysis, but they are not sufficient. Gender inequalities are also expressed in legal systems, norms and attitudes. Thus, gender analysis must include a combination of statistics, descriptions, facts and analysis. The consultant is therefore expected to collect relevant quantitative data, disaggregated by sex and age, and to use participatory methods to obtain qualitative information, including one-on-one interviews with other gender experts (such as national gender experts or gender focal points) or with sector specialists. The research methodology for the assignment will include at least the following elements:

- Compile as extensive and detailed a list of reference documents as possible and necessary;
- Desk review of a number of documents selected from the list above, which may provide the necessary information for the main sections of the gender analysis. In the course of this review, relevant recommendations and strategies that have not yet been addressed by recent policies (especially if they have emerged from recent studies) can be compiled into a preliminary "list of recommendations";
- List of key informants covering a wide range of stakeholders (beneficiaries, government, UN agencies, CSOs, academic institutions, private sector, statistical offices, donors...);
- The gender analysis is a public document. If certain issues are deemed too sensitive to be published, they should be reported separately in an internal minute/discussion.

The consulting team will interview Alliance members in Bamako and the Netherlands to ensure that they have sufficient information to refine the working methodology. It will then refine the detailed methodology, work plan and analytical tools that will be discussed and finalised with TPAE. The fieldwork will thus be used to collect data, conduct interviews and focus group discussions. In this way, all the data collected should form part of a comprehensive analysis. The consulting team and MEAL officers will ensure quality control of the data collection and analysis.

In addition, the consultancy team will conduct the work in close collaboration with TPAE Mali and the Netherlands Technical Experts Working Group (GEWG).

### **Time, place and duration**

<b>Activity / Week</b>																				
<b>Call for tenders</b>																				
Activity 1 Consultant recruitment																				
Activity 2 Literature review																				
Activity 3 Finalising the methodology and validating the collection tools																				
Activity 4 Training of interviewers																				
Activity 5 Data collection phase (field collection + data entry + briefing)																				
Activity 6 Data processing and analysis																				
Activity 7 Submission of the interim report																				
Activity 8 Integration of observations (2 reviews)																				
Activity 9 Finalise and validate the final report																				
Activity 10 Report back																				

The consultation will have a duration of 03 months and will start in December 2021

The consultation will be conducted according to the timetable and the need for travel to the research areas and remotely.

The preferred area for research is the one concerned by the project: in the cercles of Bla, San, Bougouni, Yanfolila and Kadiolo.

**Profile of the consultant(s) :**

The work will be conducted in coordination with the consortium members. The following qualifications are required for the consultant teams and the organisation:

- Project manager with strong international expertise in the gold sector (traditional and industrial), community relations and children's rights

**Key specialist(s) with proven experience:**

- in the analysis of the socio-economic and legislative context of child labour in the mining and agricultural sector;

- Expertise and knowledge of child labour in Mali ;

- National specialist(s) with strong expertise in case management, national child protection services and stakeholders (formal and informal), psychosocial support, children in mobility, laws, policies and practices related to strengthening the social services workforce

- Expertise and experience in training and advocacy on issues of social responsibility and respect for children's rights

**Expected training and experience of the team**

- Postgraduate degree in social work, human rights, law or related field (Master's degree or equivalent).
- A minimum of seven years of relevant professional work in child protection case management and alternative care, with expertise on children in mobility. Previous work experience in Mali would be an asset.
- Substantial experience in developing training materials and facilitating training workshops.
- Excellent planning and organisational skills
- Excellent analytical and writing skills
- Strong communication skills - both oral and written
- Experience of working with the United Nations and international organisations
- Experience of working with key government stakeholders to adapt and contextualise global guidelines and standard operating procedures.

**Consultants should also have specialist experience and/or technical knowledge in the following areas**

- Quantitative and qualitative data collection and analysis ;
- Human rights-based approaches to programming ;
- Strong analytical skills.

**Language:**

- Fluency in French (written and spoken) and English is required.
- Knowledge of the local language(s) will be an asset.

**Consultants should have the following additional skills and abilities:**

- Ability to manage and conduct analysis, through data compilation and presentation, monitoring and evaluation and progress reporting;
- Excellent facilitation and research skills;
- Proven ability to set priorities and to plan, coordinate and monitor own work plan;
- Ability to work with multi-disciplinary teams and with a high degree of mobility in the field;
- Excellent computer skills, including the use of software and other relevant applications.
- Ability to work in an international or multicultural environment.
- Experience of working in a humanitarian context
- Knowledge of English is an asset.

**f. Application process :**

Applicants must submit:

**aA technical offer including the following elements:**

- Understanding and operationalisation of the TOR
- Detailed methodology for each activity in the TOR and sampling technique to be used and target to be surveyed in the study.
- Detailed logical framework and work plan including the number of working days.
- Detailed CVs for all consultants, primary and secondary
- List of past experience in the same field.

**A financial offer that contains the following information:**

- Fees for the services to be provided - based on the deliverables in the terms of reference, including detailed costs and duration.
- Indicate the detailed cost of the field phase.



The financial proposal must be separate from the technical proposal, with a detailed budget for each activity of the whole service. The financial proposal must include travel for supervision and field missions according to the timetable of activities.

Application:

Candidates interested in this study are invited to submit their offers (technical and financial) in closed envelopes marked "**Gender Analysis Consultant - TPAE Mali**" to the secretariat at the following locations no later than **20 November 2021**.

- ENDA Bamako located in Wolofobougou-Bolibana adjacent to the home of the district chief;
- Syndicat National de l'Education et de la Culture (SNEC) located at the Labour Exchange;
- Save The Children is located in the Wayerma district of Sikasso (route Mamasoni).

**Bamako on 22 October 2021**

Travail, Pas l'Affaire des Enfants

**Table 3 - Information reflecting the views of working children and young workers who participated in the survey**

<b>Data collected from working children aged 5 to 17</b>	<b>Data collected from young workers aged 18 to 24</b>
<ul style="list-style-type: none"> <li>▪ 7% of children are under 10 years old;</li> <li>▪ 58% of children are under 15 years of age;</li> <li>▪ 34% of children are over 15 years old</li> </ul>	<ul style="list-style-type: none"> <li>▪ 21% of the young people were under 10 years old;</li> <li>▪ 45% of the young people were under 15 years old;</li> <li>▪ 33% of the young people were over 15 years old.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 6% of girls and 7% of boys are under 10 years old;</li> <li>▪ 51% of the girls and 65% of the boys are under 15 years old;</li> <li>▪ 42% of the girls and 27% of the boys are over 15 years old.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 25% of young women and 17% of young men were under 10 years of age;</li> <li>▪ 22% of young women and 11% of young men were under 13 years of age;</li> <li>▪ 26% of young women and 29% of young men were under 15 years of age;</li> <li>▪ 25% of the young women and 40% of the young men were over 15 years old.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 33% of children live with their father and mother;</li> <li>▪ 10% are with their brothers and sisters;</li> <li>▪ 12% live with relatives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 30% of young people lived with their parents;</li> <li>▪ 10% were with their brothers and sisters;</li> <li>▪ 13% lived with relatives.</li> </ul>
<ul style="list-style-type: none"> <li>▪ The children are of different nationalities: Malian, Burkinabe, Ivorian and Guinean</li> </ul>	<ul style="list-style-type: none"> <li>▪ The young people are of different nationalities: Malian, Burkinabe, Ivorian and Guinean</li> </ul>
<ul style="list-style-type: none"> <li>▪ 28% of children work in agriculture;</li> <li>▪ 14% of child domestic helpers ;</li> <li>▪ 13% are in gold panning;</li> <li>▪ 43% are employed in trades and other socio-economic activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 29% of young people worked in agriculture;</li> <li>▪ 15% of young household helpers,</li> <li>▪ 27% in gold panning ;</li> <li>▪ 28% are employed in trade, sewing, carpentry, welding and other socio-economic activities.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 19% of girls and 48% of boys work in agriculture;</li> <li>▪ 19% of girls and 12% of boys work in gold panning;</li> <li>▪ 100% of household helpers are girls;</li> <li>▪ 100% of the apprentices in the carpentry and welding trades are boys.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 27% of young women and 46% of young men worked in agriculture;</li> <li>▪ 24% of young women and 44% of young men worked in gold panning;</li> <li>▪ 97% of the household helpers were girls;</li> <li>▪ 100% of the apprentices in the carpentry and welding trades were boys.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 48% of children work more than 4 hours a day;</li> <li>▪ 31% work more than 8 hours a day;</li> <li>▪ 11% work more than 10 hours a day;</li> <li>▪ 8% who work more than 12 hours.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 21% of young people worked more than 4 hours a day</li> <li>▪ 38% work more than 8 hours a day</li> <li>▪ 28% work more than 10 hours;</li> <li>▪ 11% who work more than 12 hours.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 35% of girls and 28% of boys work more than 8 hours a day.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 36% of young women and 40% of young men worked more than 8 hours a day.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 33% of children work every 7 days;</li> <li>▪ 39% work 6 days a week;</li> <li>▪ 27% of children have working days that vary between 2 and 4 days a week.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 50% of young people worked every 7 days</li> <li>▪ 42% work 6 days a week;</li> <li>▪ 7% of young people had working days that varied between 2 and 4 days a week.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 33% of girls and 33% of boys work every 7 days.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 53% of young women and 48% of young men worked every 7 days.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 53% of children work all 4 weeks of the month;</li> </ul>	<ul style="list-style-type: none"> <li>▪ 81% of young people worked all 4 weeks of the month</li> </ul>

<ul style="list-style-type: none"> <li>▪ 46% are less than 4 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 18% were under 4 weeks.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 51% of girls and 56% of boys work all 4 weeks of the month.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 81% of young women and 81% of young men worked all 4 weeks of the month.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 43% of children work every 12 months of the year;</li> <li>▪ 56% who work for less than 12 months.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 36% of young people worked all 12 months of the year, compared to 63% who worked less than 12 months.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 41% of girls and 45% of boys work all 12 months.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 39% of young women and 33% of women worked in the 12 months.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 45% of the children have been working for more than one year;</li> <li>▪ 37% are over 3 years old;</li> <li>▪ 16% have been working for more than 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 16% of the young people had to work for more than 1 year compared to 40% who had to work for more than 3 years and 43% who had to work for more than 5 years.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 16% of the girls and 17% of the boys have been working for more than 5 years.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 36% of young women and 49% of young people had to work for more than 5 years.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 32% of children think they are enjoying themselves;</li> <li>▪ 26% think they make money;</li> <li>▪ 13% believe they are learning from the trade;</li> <li>▪ 19% hope to get recognition.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 26% of young people thought they were enjoying themselves;</li> <li>▪ 34% thought they would make money;</li> <li>▪ 12% believed they were learning the trade;</li> <li>▪ 17% hoped for recognition.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 54% of girls and 51% of boys work for money.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 76% of young women and 78% of young men worked for money.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 27% of children work because they have poor parents;</li> <li>▪ 24% due to distance from schools;</li> <li>▪ 21% of children are out of school;</li> <li>▪ 8% did not attend school;</li> <li>▪ 9% of children think they are self-supporting</li> <li>▪ 3% had no choice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 27% of young people were working because they had poor parents;</li> <li>▪ 15% due to distance from schools;</li> <li>▪ 21% of young people were out of school;</li> <li>▪ 13% did not attend school;</li> <li>▪ 12% of young people thought they were self-supporting;</li> <li>▪ 2% had no choice.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 47% of girls and 51% of boys did not attend school because of their parents' poverty.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 46% of young women and 60% of young men had not attended school because of their parents' poverty.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 68% of children believe they are at risk of disease;</li> <li>▪ 13% believe they will be seriously injured;</li> <li>▪ 9% regret having become child workers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 54% of the young people thought they were at risk of illnesses compared to 21% who thought they would be seriously injured, 11% regretted it.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 95% of girls and 93% of boys believe they are at risk of disease.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 96% of young women and 93% of young men believed they were at risk of disease.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 69% of children feel they are respected;</li> <li>▪ 30% experience shame.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 66% of young people saw themselves as respected;</li> <li>▪ 33% felt shame.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 25% of children are victims of abuse;</li> <li>▪ 74% have not yet been abused.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 78% of young people have been abused.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 22% of girls and 28% of boys have been abused.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 81% of young women and 78% of young men have been abused.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 91% of children believe they are protected from abuse.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 78% of young people thought they were protected from abuse.</li> </ul>

<ul style="list-style-type: none"> <li>▪ 21% of children describe their working hours as a worst form of work;</li> <li>▪ 20% who are insulted;</li> <li>▪ 14% travel long distances;</li> <li>▪ 10% perform several tasks;</li> <li>▪ 8% do not understand the tasks;</li> <li>▪ 9% use heavy equipment;</li> <li>▪ 4% are in forced labour;</li> <li>▪ 2% handle dangerous products.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 25% of young people describe their working hours as a worse form of work;</li> <li>▪ 15% were victims of verbal abuse;</li> <li>▪ 13% travelled long distances,</li> <li>▪ 4% performed several tasks at the same time;</li> <li>▪ 22% did not understand the tasks;</li> <li>▪ 7% used heavy equipment;</li> <li>▪ 2% were in forced labour;</li> <li>▪ 8% were handling dangerous products.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 52% of children are protected by their parents;</li> <li>▪ 37% benefit from the protection of relatives;</li> <li>▪ 2% benefit from the protection of organisations or services.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 45% of young people were under the protection of their parents;</li> <li>▪ 52% were protected by relatives; 2% were protected by organisations or services.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 72% of children have physical damage</li> <li>▪ 27% have mental sequelae.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 72% of young people have physical injuries;</li> <li>▪ 27% with mental health problems.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 93% of children want to have a better education.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 84% of young people hoped to have a better training experience.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 86% of children want to go back to school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 86% of young people wanted to go back to school.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 79% of children believe that the worst forms of child labour can be stopped.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 84% of young people believe that the worst forms of child labour can be stopped.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 56% of children think that child labour can be stopped.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 59% of young people think that child labour can be stopped.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 57% of the children feel that the protection actors are less present for them.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 55% of young people feel that there are fewer protection actors for children.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 93% of children do not know who is involved in child protection.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 87% of young people do not know who is involved in child protection.</li> </ul>
<ul style="list-style-type: none"> <li>▪ 50% of children believe that the promotion of children's rights is possible.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 76% of young people believe that the promotion of children's rights is possible.</li> </ul>

**TOOL 1: INTERVIEW GUIDE - TARGETS: KEY INFORMANTS**

**Introductory sentence:** We have been commissioned to conduct the study on the gender analysis of the EAPC in your locality

**Region of:** \_\_\_\_\_ **Circle of:** \_\_\_\_\_ **Commune of:** \_\_\_\_\_ **Village of:** \_\_\_\_\_

**Identity of the respondent(s):** \_\_\_\_\_ **Number:** \_\_\_\_\_ **Male(s):** \_\_\_\_\_ **Female(s):** \_\_\_\_\_

Questions	Support for the follow-up questions	Note the arguments
Do you see children on the move in the locality?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>	
How many of the five children on the move in the locality do you think are girls?	<ul style="list-style-type: none"> <li>▪ 1</li> <li>▪ 2</li> <li>▪ 3</li> <li>▪ 4</li> <li>▪ 5</li> </ul>	
And how many are children with disabilities and mobility issues?	<ul style="list-style-type: none"> <li>▪ 1</li> <li>▪ 2</li> <li>▪ 3</li> <li>▪ 4</li> <li>▪ 5</li> </ul>	
What causes children's mobility?	<ul style="list-style-type: none"> <li>▪ Insecurity</li> <li>▪ Poverty</li> <li>▪ No school</li> <li>▪ Cultural tare</li> <li>▪ No control</li> <li>▪ Other to be specified</li> </ul>	
What are the risks for children in mobility situations?	<ul style="list-style-type: none"> <li>▪ Physical operation</li> <li>▪ Sexual abuse</li> <li>▪ Disease</li> <li>▪ Economic exploitation</li> <li>▪ Disappearance</li> <li>▪ Loss of life</li> <li>▪ Other to be specified</li> </ul>	

What are the special risks for girls?	▪ <i>Physical operation</i>	
	▪ <i>Sexual abuse</i>	
	▪ <i>Disease</i>	
	▪ <i>Economic exploitation</i>	
	▪ <i>Disappearance</i>	
	▪ <i>Loss of life</i>	
	▪ <i>Other to be specified</i>	
What are the special risks for children with disabilities?	▪ <i>Abuse</i>	
	▪ <i>Disappearance</i>	
	▪ <i>Disease</i>	
	▪ <i>Forced marriage</i>	
	▪ <i>Pregnancy</i>	
	▪ <i>Death</i>	
What are you doing about child mobility?	▪ <i>Law enforcement</i>	
	▪ <i>Existence of a protection mechanism</i>	
	▪ <i>Nothing</i>	
Do you see any child workers (labourers) in the locality?	▪ <i>Yes</i>	
	▪ <i>No</i>	
What sectors of activity would employ children? Which sectors of activity would employ boys? Which sectors would employ girls? What sectors of activity would employ children living with disabilities?	▪ <i>Agriculture</i>	
	▪ <i>Gold panning</i>	
	▪ <i>Security</i>	
	▪ <i>Housekeeper</i>	
	▪ <i>Trade</i>	
	▪ <i>Transport</i>	
	▪ <i>Restoration</i>	
	▪ <i>Sewing</i>	
	▪ <i>Carpentry</i>	
	▪ <i>Welding</i>	
	▪ <i>Electricity</i>	
	▪ <i>Plumbing</i>	
	▪ <i>Masonry</i>	

	<ul style="list-style-type: none"> <li>▪ <i>Other to be specified</i></li> </ul>	
What is the most dominant area of child labour?	<ul style="list-style-type: none"> <li>▪ <i>Agriculture</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Gold panning</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Security</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Housekeeper</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Trade</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Transport</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Restoration</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Sewing</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Carpentry</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Welding</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Electricity</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Plumbing</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Masonry</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Other to be specified</i></li> </ul>	
Out of 5 child workers in the locality, how many do you think are girls?	<ul style="list-style-type: none"> <li>▪ <i>1</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>2</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>3</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>4</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>5</i></li> </ul>	
How many are children with disabilities?	<ul style="list-style-type: none"> <li>▪ <i>1</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>2</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>3</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>4</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>5</i></li> </ul>	
Why do children work?	<ul style="list-style-type: none"> <li>▪ <i>Child</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Girl</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Boy</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Disabled</i></li> </ul>	
What are the risks for child labourers?	<ul style="list-style-type: none"> <li>▪ <i>Protection risks</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Business risks</i></li> </ul>	

	<ul style="list-style-type: none"> <li>▪ <i>Serious injuries</i></li> <li>▪ <i>The loss of life</i></li> <li>▪ <i>Other to be specified</i></li> </ul>	
What are the special risks for girls?	<ul style="list-style-type: none"> <li>▪ <i>Protection risks</i></li> <li>▪ <i>Pregnancy</i></li> <li>▪ <i>Business risks</i></li> <li>▪ <i>Assault and battery</i></li> <li>▪ <i>The loss of life</i></li> </ul>	
What are the special risks for children with disabilities?	<ul style="list-style-type: none"> <li>▪ <i>Protection risks</i></li> <li>▪ <i>Business risks</i></li> <li>▪ <i>Pregnancy</i></li> <li>▪ <i>Serious injuries</i></li> <li>▪ <i>The loss of life</i></li> </ul>	
What are you doing about the use of children as labour?	<ul style="list-style-type: none"> <li>▪ <i>Law enforcement</i></li> <li>▪ <i>Existence of mechanism</i></li> <li>▪ <i>Nothing</i></li> </ul>	
Are there mechanisms (endogenous or exogenous) for protecting boys and girls in the context of child labour?	<ul style="list-style-type: none"> <li>▪ <i>Yes</i></li> <li>▪ <i>No</i></li> <li>▪ <i>to quote</i></li> <li>▪ <i>to quote</i></li> </ul>	
Are there any mechanisms (endogenous or exogenous) to protect children with disabilities in the context of child labour?	<ul style="list-style-type: none"> <li>▪ <i>Yes</i></li> <li>▪ <i>No</i></li> </ul>	
Are there any public or state, community or private structures for the protection of children's rights?	<ul style="list-style-type: none"> <li>▪ <i>Yes, which ones?</i></li> <li>▪ <i>No, why?</i></li> </ul>	
How do you rate these child rights protection structures?	<ul style="list-style-type: none"> <li>▪ <i>Well</i></li> <li>▪ <i>Less well</i></li> </ul>	
What sectors of activity employ women in the locality?	<ul style="list-style-type: none"> <li>▪ <i>Agriculture</i></li> <li>▪ <i>Gold panning</i></li> <li>▪ <i>Security</i></li> <li>▪ <i>Housekeeper</i></li> <li>▪ <i>Trade</i></li> </ul>	



	<ul style="list-style-type: none"> <li>▪ <i>Transport</i></li> <li>▪ <i>Restoration</i></li> <li>▪ <i>Sewing</i></li> <li>▪ <i>Carpentry</i></li> <li>▪ <i>Welding</i></li> <li>▪ <i>Electricity</i></li> <li>▪ <i>Plumbing</i></li> <li>▪ <i>Masonry</i></li> </ul>	
How many of every 5 adults in these sectors are women?	<ul style="list-style-type: none"> <li>▪ <i>1</i></li> <li>▪ <i>2</i></li> <li>▪ <i>3</i></li> <li>▪ <i>4</i></li> <li>▪ <i>5</i></li> </ul>	
Why are women present in these sectors?	<ul style="list-style-type: none"> <li>▪ <i>Needed</i></li> <li>▪ <i>Gender equality</i></li> <li>▪ <i>Autonomy</i></li> </ul>	
Are they safe enough in these sectors?	<ul style="list-style-type: none"> <li>▪ <i>Yes</i></li> <li>▪ <i>No</i></li> </ul>	
What means do they have to protect themselves from possible abuse?	<ul style="list-style-type: none"> <li>▪ <i>Law enforcement</i></li> <li>▪ <i>Existence of mechanism</i></li> <li>▪ <i>Nothing</i></li> </ul>	
Do working women manage to improve their living conditions and those of their children?	<ul style="list-style-type: none"> <li>▪ <i>Yes</i></li> <li>▪ <i>Acceptable</i></li> <li>▪ <i>No</i></li> </ul>	
How do women understand the protection rights of children?	<ul style="list-style-type: none"> <li>▪ <i>Reality</i></li> <li>▪ <i>Possibility</i></li> <li>▪ <i>Illusion</i></li> <li>▪ <i>Lure</i></li> </ul>	
How do women understand the protection rights of children with disabilities?	<ul style="list-style-type: none"> <li>▪ <i>Reality</i></li> <li>▪ <i>Possibility</i></li> <li>▪ <i>Illusion</i></li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Lure</li> </ul>	
What is the ratio of schools to villages in the commune?	<ul style="list-style-type: none"> <li>▪ More than one school per village</li> <li>▪ Less than one school per village</li> </ul>	
Are schools adapted to children living with disabilities?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> <li>▪ Not really</li> </ul>	
Why don't all boys and girls aged 6 to 17 go to school?	<ul style="list-style-type: none"> <li>▪ Overcrowded staffing</li> <li>▪ Fewer teachers</li> <li>▪ Less school</li> <li>▪ Decrease in level</li> <li>▪ Insecurity</li> <li>▪ Rural exodus</li> </ul>	
Why don't girls go to school en masse like their male peers?	<ul style="list-style-type: none"> <li>▪ Equality gap</li> <li>▪ Wedding</li> </ul>	
Why don't all children with disabilities go to school like their able-bodied peers?	<ul style="list-style-type: none"> <li>▪ Cultural tare</li> <li>▪ Refusal</li> <li>▪ No suitable school</li> </ul>	
Why don't all boys and girls aged 6 to 17 stay in school?	<ul style="list-style-type: none"> <li>▪ Overcrowded staffing</li> <li>▪ Fewer teachers</li> <li>▪ Less school</li> <li>▪ Decrease in level</li> <li>▪ Insecurity</li> <li>▪ Wedding</li> <li>▪ Rural exodus</li> <li>▪ Cultural tare</li> </ul>	
How many health centres are there in the commune?	<ul style="list-style-type: none"> <li>▪ 1</li> <li>▪ 2</li> <li>▪ 3</li> <li>▪ 4</li> <li>▪ 5</li> </ul>	
Are the health centres used by the whole population?	<ul style="list-style-type: none"> <li>▪ Yes, how?</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ <i>No, why?</i></li> </ul>	
Do all boys and girls aged 0-17 have access to health care?	<ul style="list-style-type: none"> <li>▪ <i>Yes, how?</i></li> <li>▪ <i>No, why?</i></li> </ul>	
Do girls have easy access to medical care like their male peers?	<ul style="list-style-type: none"> <li>▪ <i>Yes, how?</i></li> <li>▪ <i>No, why?</i></li> </ul>	
Do children with disabilities have easy access to medical care like their able-bodied peers?	<ul style="list-style-type: none"> <li>▪ <i>Yes, how?</i></li> <li>▪ <i>No, why?</i></li> </ul>	
How do you explain equal rights for girls and boys?	<ul style="list-style-type: none"> <li>▪ <i>Reality</i></li> <li>▪ <i>Possibility</i></li> <li>▪ <i>Illusion</i></li> <li>▪ <i>Lure</i></li> </ul>	
How do you explain the equal rights of disabled and non-disabled children?	<ul style="list-style-type: none"> <li>▪ <i>Reality</i></li> <li>▪ <i>Possibility</i></li> <li>▪ <i>Illusion</i></li> <li>▪ <i>Lure</i></li> </ul>	
How do you explain the equity of rights between girls and boys?	<ul style="list-style-type: none"> <li>▪ <i>Reality</i></li> <li>▪ <i>Possibility</i></li> <li>▪ <i>Illusion</i></li> <li>▪ <i>Lure</i></li> </ul>	
How do you explain the equity of rights between disabled and non-disabled children?	<ul style="list-style-type: none"> <li>▪ <i>Reality</i></li> <li>▪ <i>Possibility</i></li> <li>▪ <i>Illusion</i></li> <li>▪ <i>Lure</i></li> </ul>	
What are the authorities (prefect, security forces, children's judge, mayor) doing to protect children from abuse of boys and girls in the locality?	<ul style="list-style-type: none"> <li>▪ <i>Ensuring the application of local laws and conventions</i></li> <li>▪ <i>Not applying laws or local conventions</i></li> </ul>	
What are the technical agents for gender promotion (SLPFEF, SLDSES) doing to protect children from cases of abuse of boys and girls in the locality?	<ul style="list-style-type: none"> <li>▪ <i>Ensuring the application of local laws and conventions</i></li> <li>▪ <i>Not applying laws or local conventions</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Ensuring the application of local laws and conventions</i></li> </ul>	

What are CBO members (CSOs, entrepreneurs, AWCY, traditional leaders, .... etc.) doing to protect children from child abuse in the locality?	<ul style="list-style-type: none"> <li>▪ <i>Not applying laws or local conventions</i></li> </ul>	
What are NGO staff doing to protect children from abuse of boys and girls in the locality?	<ul style="list-style-type: none"> <li>▪ <i>Ensuring the application of local laws and conventions</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Not applying laws or local conventions</i></li> </ul>	
What are the solutions for the best protection of children against the worst forms of labour?	<ul style="list-style-type: none"> <li>▪ <i>Law enforcement</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Application of local conventions</i></li> </ul>	
What are the solutions for the better protection of children against child labour in the locality?	<ul style="list-style-type: none"> <li>▪ <i>Law enforcement</i></li> </ul>	
	<ul style="list-style-type: none"> <li>▪ <i>Application of local conventions</i></li> </ul>	
What are the solutions for the abandonment of gender-based violence (GBV) in the locality?	<ul style="list-style-type: none"> <li>▪ <i>Law enforcement</i></li> </ul>	

**TOOL N°2: QUESTIONNAIRE I- TARGETS: WORKING CHILDREN AGED 5 TO 17**

**Introductory sentence:** *We have been commissioned to conduct the study on the gender analysis of the EAPC in your locality*

**Region of:** \_\_\_\_\_ **Circle of:** \_\_\_\_\_ **Commune of:** \_\_\_\_\_ **Village of:** \_\_\_\_\_

**Identity of the respondent :** **Age:** \_\_\_\_\_ **Boy:** \_\_\_\_\_ **or Girl:** \_\_\_\_\_ **Country of origin:** \_\_\_\_\_

Questions	Choice of answers	Questions	Choice of answers
Do you work?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>	Who do you live with here?	<ul style="list-style-type: none"> <li>▪ Father</li> </ul>
What is your sector of activity?	<ul style="list-style-type: none"> <li>▪ Agriculture</li> </ul>		<ul style="list-style-type: none"> <li>▪ Mother</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Gold panning</li> </ul>		<ul style="list-style-type: none"> <li>▪ Uncle</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Security</li> </ul>		<ul style="list-style-type: none"> <li>▪ Aunt</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Housekeeper</li> </ul>		<ul style="list-style-type: none"> <li>▪ Brother</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Trade</li> </ul>		<ul style="list-style-type: none"> <li>▪ Sister</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Transport</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cousin</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Restoration</li> </ul>		<ul style="list-style-type: none"> <li>▪ Cousin</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Sewing</li> </ul>		<ul style="list-style-type: none"> <li>▪ Friend</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Carpentry</li> </ul>		<ul style="list-style-type: none"> <li>▪ Friend</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Welding</li> <li>▪ Electricity</li> <li>▪ Plumbing</li> <li>▪ Masonry</li> <li>▪ Other to be specified</li> </ul>	What do you think about the promotion of the Rights of the Child?	<ul style="list-style-type: none"> <li>▪ Reality</li> <li>▪ Possibility</li> <li>▪ Illusion</li> <li>▪ Lure</li> <li>▪ Other to be specified</li> </ul>
Do you work because you are?	<ul style="list-style-type: none"> <li>▪ Child</li> <li>▪ Girl</li> <li>▪ Boy</li> <li>▪ Disabled</li> </ul>	How many days a week do you work?	<ul style="list-style-type: none"> <li>▪ More than 1 day</li> <li>▪ More than 3 days</li> <li>▪ More than 5 days</li> <li>▪ The 7 days</li> </ul>
How many hours a day do you work?	<ul style="list-style-type: none"> <li>▪ More than 4 hours</li> <li>▪ More than 8 hours</li> <li>▪ More than 10 hours</li> <li>▪ More than 12 hours</li> </ul>	How many weeks per month do you work?	<ul style="list-style-type: none"> <li>▪ More than 1 week</li> <li>▪ More than 2 weeks</li> <li>▪ More than 3 weeks</li> <li>▪ The 4 weeks</li> </ul>
How many months a year do you work?	<ul style="list-style-type: none"> <li>▪ More than 1 month</li> <li>▪ More than 3 months</li> <li>▪ More than 6 months</li> <li>▪ More than 9 months</li> <li>▪ Every 12 months</li> <li>▪</li> </ul>	How many years have you been working?	<ul style="list-style-type: none"> <li>▪ More than 1 year</li> <li>▪ More than 3 years</li> <li>▪ More than 5 years</li> <li>▪ School is far away</li> <li>▪ I did not go to school</li> <li>▪ I was taken out of school</li> <li>▪ I have poor parents</li> <li>▪ I am an orphan</li> <li>▪ Physical problems</li> <li>▪ Mental disorders</li> <li>▪ Providing for my needs</li> <li>▪ Parents elsewhere</li> <li>▪ I'm not from here</li> <li>▪ I'm just passing through</li> <li>▪ Absent parents</li> <li>▪ I had no choice</li> <li>▪ I got sick</li> <li>▪ I don't know</li> </ul>
What do you gain from your work?	<ul style="list-style-type: none"> <li>▪ The pleasure</li> <li>▪ The joy</li> <li>▪ The money</li> <li>▪ The job</li> <li>▪ Recognition</li> <li>▪ Wealth</li> </ul>	Why do you work?	
What do you risk in the workplace?	<ul style="list-style-type: none"> <li>▪ Regret</li> <li>▪ The disease</li> <li>▪ Serious injuries</li> <li>▪ The loss of life</li> </ul>		
What do you experience in your work	<ul style="list-style-type: none"> <li>▪ Respect</li> <li>▪ Shame</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ Desolation</li> </ul>		<ul style="list-style-type: none"> <li>▪ Yes</li> </ul>	
Have you been abused?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>	Are you sure that you are protected from abuse by adults or peers?	<ul style="list-style-type: none"> <li>▪ No</li> <li>▪ I hope that</li> <li>▪ I can protect myself</li> </ul>	
What explains the abuses or the worst forms of work that you experience?	<ul style="list-style-type: none"> <li>▪ Failure to respect time</li> <li>▪ Heavy equipment</li> <li>▪ Heavy materials</li> <li>▪ Dirty words or insults</li> <li>▪ Misunderstanding of tasks</li> <li>▪ The multiplication of tasks</li> <li>▪ The distance to travel</li> <li>▪ The use of machines</li> <li>▪ The use of dangerous products</li> <li>▪ Forced labour</li> <li>▪ Other to be specified</li> </ul>	Do you have a protection case?	<ul style="list-style-type: none"> <li>▪ From a parent</li> <li>▪ From a friend</li> <li>▪ From a knowledge</li> <li>▪ A service</li> <li>▪ From an organisation</li> </ul>	
		Have you been a victim of GBV?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>	
		Have you been a victim of violence against girls?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>	
	Do you have any after-effects from the work?	<ul style="list-style-type: none"> <li>▪ Physics</li> <li>▪ Mental</li> </ul>		<ul style="list-style-type: none"> <li>▪ Because she is a girl</li> <li>▪ Because he/she is a child</li> <li>▪ Because he/she has a disability</li> </ul>
	Do you expect to have training in better working conditions?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>	What kind of violence	<ul style="list-style-type: none"> <li>▪ Because he/she is of a minority ethnicity</li> <li>▪ Because he/she is from a caste family</li> <li>▪ Because he/she is from a noble family</li> </ul>
	Do you agree that we can protect you?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>		<ul style="list-style-type: none"> <li>▪ Because he/she is from another region</li> <li>▪ Because he/she is from a foreign country</li> </ul>
	Can you go back to school?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>		<ul style="list-style-type: none"> <li>▪ Because he/she can't do anything</li> </ul>
	Do you think the worst of child labour can be stopped?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>	Do you think child labour can be stopped?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>
	Do you trust child protection actors?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>	How do you find child protection actors?	<ul style="list-style-type: none"> <li>▪ Present</li> <li>▪ Less present</li> <li>▪ Close to the children</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Minister for Children</li> </ul>		

Do you know the actors mentioned?	▪ Child's agent	Do you know that the Rights of the Child are a reality?	▪ Away from the children
	▪ Governor		▪ Yes
	▪ Prefect		▪ No
	▪ Children's judge	Can we accept disability as ?	▪ An obstacle
	▪ Unicef		▪ A flaw
	▪ Save the Children		▪ An asset
	▪ Enda	Does the child have to work to produce for whom?	▪ A talent
	▪ SNEC		▪ Himself
	▪ Town Hall		▪ Father
	▪ Village chief		▪ Mother
	▪ AWCY		▪ Brother
	▪ Police		▪ Sister
	▪ Gendarmerie		▪ Other to be specified

**TOOL N°3: QUESTIONNAIRE 2- TARGETS: YOUNG WORKERS AGED 18 TO 24**

**Introductory sentence :** *We are commissioned to conduct the study on the gender analysis of the EAPC in your locality*

**Region of:** \_\_\_\_\_ **Circle of :** \_\_\_\_\_ **Commune of :** \_\_\_\_\_ **Village of :** \_\_\_\_\_

**Identity of the respondent :** **Age:** \_\_\_\_\_ **Boy:** \_\_\_\_\_ or **Girl:** \_\_\_\_\_ **Country of origin:** \_\_\_\_\_

Questions	Choice of answers	Questions	Choice of answers
Were you a working child?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>	Who did you live with?	<ul style="list-style-type: none"> <li>▪ Father</li> <li>▪ Mother</li> <li>▪ Uncle</li> <li>▪ Aunt</li> <li>▪ Brother</li> <li>▪ Sister</li> <li>▪ Cousin</li> <li>▪ Cousin</li> <li>▪ Friend</li> <li>▪ Friend</li> </ul>
What was your sector of activity?	▪ Agriculture		
	▪ Gold panning		
	▪ Security		
	▪ Housekeeper		
	▪ Trade		
	▪ Transport		
	▪ Restoration		
▪ Sewing			

	<ul style="list-style-type: none"> <li>▪ Carpentry</li> <li>▪ Welding</li> <li>▪ Electricity</li> <li>▪ Plumbing</li> <li>▪ Masonry</li> </ul>		<ul style="list-style-type: none"> <li>▪ Other</li> <li>▪ Reality</li> <li>▪ Possibility</li> <li>▪ Illusion</li> <li>▪ Lure</li> </ul>
		What do you think about the promotion of the Rights of the Child?	
How old were you when you started working?	<ul style="list-style-type: none"> <li>▪ Under 10 years</li> <li>▪ Under 13s</li> <li>▪ Under 15s</li> <li>▪ Over 15 years</li> </ul>	Are you still working in the same sector?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>
		Are you working today?	<ul style="list-style-type: none"> <li>▪ As an employee</li> <li>▪ As an entrepreneur</li> </ul>
Were you working because you were?	<ul style="list-style-type: none"> <li>▪ Child</li> <li>▪ Girl</li> <li>▪ Boy</li> <li>▪ Disabled</li> </ul>	How many days a week did you work?	<ul style="list-style-type: none"> <li>▪ More than 1 day</li> <li>▪ More than 3 days</li> <li>▪ More than 5 days</li> <li>▪ The 7 days</li> </ul>
How many hours a day did you work?	<ul style="list-style-type: none"> <li>▪ More than 4 hours</li> <li>▪ More than 8 hours</li> <li>▪ More than 10 hours</li> <li>▪ More than 12 hours</li> </ul>	How many weeks per month did you work?	<ul style="list-style-type: none"> <li>▪ More than 1 week</li> <li>▪ More than 2 weeks</li> <li>▪ More than 3 weeks</li> <li>▪ The 4 weeks</li> </ul>
How many months a year did you work?	<ul style="list-style-type: none"> <li>▪ More than 1 month</li> <li>▪ More than 3 months</li> <li>▪ More than 6 months</li> <li>▪ More than 9 months</li> <li>▪ Every 12 months</li> </ul>	How many years have you been working?	<ul style="list-style-type: none"> <li>▪ More than 1 year</li> <li>▪ More than 3 years</li> <li>▪ More than 5 years</li> </ul>
		Did you not have a choice to go to school?	<ul style="list-style-type: none"> <li>▪ The school was far away</li> <li>▪ I did not go to school</li> <li>▪ I was dropped out of school</li> <li>▪ I have poor parents</li> <li>▪ I am an orphan</li> <li>▪ I have a physical disability</li> <li>▪ I have a mental disorder</li> <li>▪ I had to support myself</li> <li>▪ I was not from here</li> <li>▪ I was just passing through</li> <li>▪ My parents were away</li> </ul>
What did you get out of the job?	<ul style="list-style-type: none"> <li>▪ The pleasure</li> <li>▪ The joy</li> <li>▪ The money</li> <li>▪ The job</li> <li>▪ Recognition</li> <li>▪ Wealth</li> <li>▪ Poverty</li> </ul>		
What did you risk in the work?	<ul style="list-style-type: none"> <li>▪ Regret</li> <li>▪ The disease</li> </ul>		



	<ul style="list-style-type: none"> <li>▪ Serious injuries</li> <li>▪ The loss of life</li> </ul>		<ul style="list-style-type: none"> <li>▪ I had no choice</li> <li>▪ I got sick</li> </ul>		
What did you experience in the work	<ul style="list-style-type: none"> <li>▪ Respect</li> <li>▪ Shame</li> <li>▪ Desolation</li> </ul>		<ul style="list-style-type: none"> <li>▪ I ran away from home</li> <li>▪ I didn't want school</li> </ul>		
Have you been a victim of abuse?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>	Are you sure that you have been protected from abuse by adults or peers?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> <li>▪ I hope that</li> <li>▪ I knew how to protect myself</li> </ul>		
What explains the abuse or the worst forms of work you have experienced?	<ul style="list-style-type: none"> <li>▪ The weather</li> </ul>	Did you have a case of protection?	<ul style="list-style-type: none"> <li>▪ From a parent</li> <li>▪ From a friend</li> <li>▪ From a knowledge</li> <li>▪ A service</li> <li>▪ From an organisation</li> </ul>		
	<ul style="list-style-type: none"> <li>▪ The materials</li> <li>▪ The materials</li> <li>▪ The dirty words</li> <li>▪ Misunderstanding</li> </ul>		Were you a victim of GBV?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Non-limitation</li> <li>▪ The distance to travel</li> <li>▪ The use of machines</li> <li>▪ The use of products</li> </ul>			Have you been a victim of violence against girls?	<ul style="list-style-type: none"> <li>▪ Yes</li> <li>▪ No</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Forced labour</li> </ul>				What kind of violence?
	Do you have any after-effects from the work?	<ul style="list-style-type: none"> <li>▪ Physics</li> <li>▪ Mental</li> </ul>			
	Did you expect to have training in better working conditions?	<ul style="list-style-type: none"> <li>▪ Yes</li> </ul>			
		<ul style="list-style-type: none"> <li>▪ No</li> </ul>			
	Did you agree that we were able to protect you?	<ul style="list-style-type: none"> <li>▪ Yes</li> </ul>			
<ul style="list-style-type: none"> <li>▪ No</li> </ul>					
Can you go back to school?	<ul style="list-style-type: none"> <li>▪ Yes</li> </ul>				
	<ul style="list-style-type: none"> <li>▪ No</li> </ul>				

Do you think the worst of child labour can be stopped?	▪ Yes	Do you think child labour can be stopped?	▪ Yes	
	▪ No		▪ No	
Do you trust child protection actors?	▪ Yes	How do you find child protection actors?	▪ Present	
	▪ No		▪ Less present	
Do you know the actors mentioned?	▪ Minister for Children		Do you know that the Rights of the Child are a reality?	▪ Close to the children
	▪ Child's agent			▪ Away from the children
	▪ Governor	Can we see disability as?	▪ Yes	
	▪ Prefect		▪ No	
	▪ Children's judge	Does the child have to work to produce for whom?	▪ An obstacle	
	▪ Unicef		▪ A flaw	
	▪ Save the Children		▪ An asset	
	▪ Enda		▪ A talent	
	▪ SNEC		Himself	
	▪ Town Hall		Father	
	▪ Village chief	Mother		
	▪ AWCY	Brother		
▪ Police	Sister			
▪ Gendarmerie	Other to be specified			

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