

EFFECTS OF BCI'S DECENT WORK-RELATED ACTIVITIES ON THE BEHAVIOUR OF COMMUNITIES TOWARDS WOMEN AND CHILDREN

MOZAMBIQUE CASE STUDY IN
NAMPULA & NIASSA

FINAL REPORT

BETTER COTTON INITIATIVE (BCI)

BY Nícia Givá (3ngiva@gmail.com)

19th March 2021

TABLE OF CONTENT

EXECUTIVE SUMMARY	1
1. INTRODUCTION	5
2. STUDY AREA & METHODOLOGY	6
3. FINDINGS	9
3.1 DECENT WORK-RELATED ACTIVITIES IMPLEMENTED AND INSIGHTS OF PERCEIVED BEHAVIOUR CHANGE IN AREAS UNDER THE INFLUENCE OF IPS	9
3.1.1 <i>Description of the socio-cultural context influencing the decent work-related aspects</i>	9
3.1.2 <i>IPs and Stakeholders Contextual Conceptualization of Child Labour</i>	14
3.1.3 <i>Approaches adopted and activities implemented to address BCI principles on decent work linked to gender equality and child labour, and the reasons for success</i> ..	16
<i>Approaches adopted towards increasing women participation</i>	20
<i>Women Participation in the Cotton Markets</i>	22
3.1.4 <i>Characterization and impact of the elements influencing behavioural changes of the community towards women and children</i>	23
3.2 UNDERSTAND THE TRIGGERS OF BEHAVIOR CHANGE IN TERMS OF GENDER EQUALITY AND CHILD LABOUR;	24
3.2.1 <i>Description of the stakeholder’s perception of the behaviour change in the community</i>	24
3.2.2 <i>Identification of factors (positive and negative) influencing the behaviour change</i>	25
3.3 LESSONS LEARNED TO INFORM FUTURE STRATEGIES, TO DISSEMINATE AND REPLICATE THE SUCCESSFUL PRACTICES	26
3.3.1 <i>Identification of best practices, their description, and what was achieved</i>	26
3.3.2 <i>Lessons learnt from implemented best practices activities</i>	27
4. CONCLUSIONS	29
4.1 IMPLEMENTED DECENT WORK-RELATED ACTIVITIES TO ENHANCE BEHAVIOUR CHANGE TOWARDS CHILD LABOUR AND GENDER EQUALITY	29
4.2 UNDERSTANDING TRIGGERS OF BEHAVIOUR CHANGE IN TERMS OF CHILD LABOUR AND GENDER EQUALITY	30
4.3 LESSONS LEARNT TO INFORM FUTURE STRATEGIES AND REPLICATE THE SUCCESSFUL PRACTICES	30
5. RECOMENDATIONS	32
6. REFERENCES	34
ANNEX A – LIST OF KEY INFORMANTS AND PARTICIPANTS OF FGDS	35
ANNEX B – LIST OF REVIEWED DOCUMENTS.....	39
ANNEX C. SUMMARY OF THE METHODOLOGY.....	40
ANNEX D. INTERVIEWS’ GUIDES	42

LIST OF FIGURES

Figure 1: Geographical location of IP's studied Districts.....	6
Figure 2a : Male and Female enrollment & dropouts Grade 1 (2017-19).....	13
Figure 2b : Male and Female enrollment and dropouts rates Grades 1-5, years 2016 and 2019.....	13

LIST OF PHOTOS

Photo 1: Filomena Francisco, 16 years old, with her 7months old baby. 8 th grade	11
Photo 2: Matilde José, 15 years old, with her 9months old baby. 8 th grade	11
Photo 3: EP1 of Grupune, Cuamba District, Niassa	13
Photo 4: Interviewed female field facilitators in Mucuna and Nevava	21

LIST OF TABLES

Table 1: Summary of KIs interviewed by category and gender	8
Table 2: List of FGDs facilitated and number of participants disaggregated by gender	8

ACRONYMS

ADPP	Development Aid from People to People
AgDevCo	Agriculture Development Cooperation, UK NGO
BCI	Better Cotton Initiative
FGD	Focus Group Discussion
FONPA	National Forum of Cotton Farmers(<i>Forum Nacional de produtores de Algodão</i>)
FOPAN	Forum of Cotton Farmers of Nampula (<i>Forum de Produtores de Algodão de Nampula</i>)
IAM	Cotton Institute of Mozambique (<i>Instituto de Algodão de Moçambique</i>)
ICC	International Capital Cooperation
ID	Identification Document
ILO	International Labour Organization
IPs	Implementation Partners
KIs	Key Informants
LGs	Learning Groups
NGOs	Non-Government Organizations
PU	Producer Unit
ZIP	Pedagogical Influential Zone (<i>Zona de Influência Pedagógica</i>)

EXECUTIVE SUMMARY

Better Cotton Initiative (BCI) aims to transform cotton production worldwide by developing better cotton as a sustainable mainstream commodity. In Mozambique, the first cotton harvest of Better Cotton took place in 2013, and currently 86% of the country's cotton farmers produce Better Cotton, while smallholder farmers account for more than 90% of the land under cotton cultivation. Smallholder farmers mostly rely on their entire family labour, regardless of their age, to support farming activities. Child labour affects more than one million children in the country and many children drop out of classes before they complete their education. Women are involved in essential steps of cotton production, but their labour is often unrecognized and unremunerated.

This report presents the results of a study on the effects of BCI's decent work-related activities on the behaviour of communities towards women and children, conducted with two BCI's Implementation Partners (IPs) in Niassa and Nampula.

The study aimed at deepening the understanding of the implemented decent work-related activities in each of the studied IPs, the results achieved, as well as factors that contributed to the behaviour change. It was carried out with the following three specific objectives:

1. Analyse the extent to which the implemented decent work-related activities are enhancing behaviour change in the IPs' influence areas;
2. Understand the triggers of behaviour change in terms of gender equality and child labour;
3. Gather lessons learnt to inform future strategies and to disseminate and replicate the successful practices.

The study was performed between October and December 2020. It adopted a learning perspective, using mostly qualitative methods to address the three objectives. In-depth interviews were conducted with BCI and IPs' management staff, semi-structured interviews with Key Informants (KIs) from the IPs, district and community levels and focus group discussions (FGDs) with farmers, children and women. A total of 43 KIs (40% of women) were interviewed and 7 FGDs facilitated with women, men and children in both studied IPs' districts.

Key Conclusions

Approaches and Activities implemented towards child labour and gender equality

The two-studied IPs (SAN/JFS and SANAM) adopted similar approaches and strategies to address aspects related to child labour and gender equality with farmers. Farmers' training sessions, school speeches addressing both children and parents were the most common practices adopted to address child labour and gender equality issues. Children are engaged in farming activities helping their parents from the age of 10-11 years old. Parents are sensitized to regulate the tasks and workload allocated based on the child age, to respect the school and playing time. Regarding handling pesticides and fields spraying, only individuals aged 18 years and above are allowed.

Parents are also sensitized to hold responsibility of spraying the fields of young families aged 14-17 years, as the result of early marriage, but the measure seems ineffective because it is inconsistent with the local socio-cultural construction, which imposes that the young household's head must be responsible of all activities in their farm.

Strategies adopted to promote women participation consist of engaging them as eco-activists responsible for collecting and destroying empty pesticides' containers and used batteries; and of establishing LGs composed exclusively of women. Both initiatives serve as a platform to enhance women confidence, agency¹ and leadership aspirations.

The data collection system in place (the farmers' field book) used by the studied IPs is not adequate and accurate to monitor child labour-related activities (e.g. age of children involved in the farming activities, the kind of tasks allocated and workload performed) in a systematic way due to insufficient human resources, inadequate knowledge and limited capacity to manage a database.

Triggers of behaviour change in terms of gender equality and child labour

Raising awareness of children and parents together about child labour enhances parents-children commitment and responsibility to comply with child labour criteria.

The re-integration of pregnant girls and young mothers to school for them to continue with their studies reduces the school dropout rates.

Women participation in the market and their access to cotton income, improved collaboration and shared decisions within households contributes to reduce social conflicts and improve community wellbeing.

¹ Ability to act or to be proactive

Lessons learnt from implemented best practices

Understanding the socio-cultural context is crucial to address child labour related issues, as it helps uncover socio-cultural construction that shapes peoples' attitude and influence behavioural change.

Advising parents to be accountable for activities that are restrictive for young farmers (15-17 years old) is not consistent with community social construction; therefore, a more effective mechanism is needed.

Women's active engagement in better cotton farming related activities (e.g. eco-activist) contributes to build their confidence, self-esteem, and raises leadership aspiration.

Key Recommendations:

To BCI Country Team

Emphasize the need and mobilize the IPs to monitor implemented activities towards enhancing child labour and women engagement; keep a systematized records and a long-term database.

Influence the gender balanced extension networks, through hiring more female extension workers to stimulate participation of women.

Discuss with IPs to find the appropriate mechanism to address the young farmers' (15-17 years old) families; to keep records to monitor the statistics of such families.

To expand the eco-activists² initiative to other IPs not only as a mean to improve women leadership in cotton production process but also to increase the effectiveness of collecting empty pesticides containers and used batteries.

To the IPs:

Continuously update and diversify training approaches including visual material to keep interest and enthusiasm of farmers as well as the motivation of the extension workers.

Explore opportunities to develop new partnerships with other local organizations that address decent work-related issues in order to expand the coverage and target groups, optimize extension workers' workload, and possibly, redirect the effort to develop a systematic record of data and keep a long-term database management.

² Group of women mobilized by SAN/JFS to be responsible of collecting empty pesticides containers and used batteries, through which women are then promoted to facilitators

Use the potential offered by the existence of community radios to expand the coverage and the audience by diversifying the content and developing versatile communication packages.

1. INTRODUCTION

The Better Cotton Initiative (BCI) is the largest cotton sustainability programme in the world, aims to train 5 million farmers worldwide on more sustainable agricultural practices, and account for 30% of global cotton production by 2020. It also aims to transform cotton production worldwide by developing Better Cotton as a sustainable mainstream commodity. In Mozambique, the first harvest of Better Cotton took place in 2013 and currently 86% of the country's cotton farmers produce BCI's cotton, where smallholder BCI farmers manage more than 90% of the land under cotton cultivation.

BCI works closely with its strategic partner, the Cotton Institute of Mozambique (IAM), and its implementing partners (IPs) SANAM and SAN/JFS to implement the Better Cotton Standard System.

Farmers in Mozambique often rely on their entire family labour, regardless of their age, to support farming activities during the farming season. Child labour affects more than one million children in the country and many children drop out of class before they complete their education. Girls, in particular, may leave school earlier, due to pressure to help in their home, or through early marriage, becoming housewives and helping their husbands in the fields.

Women are involved in essential steps of cotton production, but their labour is often unrecognized and unremunerated.

This study aimed at understanding the extent to which the engagement of IPs with the local communities in implementing the BCI's decent work principle is enhancing the change of attitudes of the communities regarding children's education and women's contribution in cotton in Mozambique.

More specifically, the study shall provide BCI with a better understanding of how, and to what extent, the decent work-related activities implemented by the SAN/JFS and SANAM IPs contributed to a positive behaviour change towards women and children in the provinces of Niassa and Nampula, in the northern Mozambique.

The study's terms of reference defined three main objectives to guide the study as follows:

1. Analyse the extent to which the implemented decent work-related activities are enhancing behaviour change in the project's influence areas;
2. Understand the triggers of behaviour change in terms of gender equality and child labour;
3. Gather lessons learnt to inform future strategies, to disseminate and replicate the successful practices.

The study adopted a qualitative approach to address all three objectives. Documentation review, observations, in-depth and semi-structured interviews were conducted to gather information from key informants, and focus group discussions were facilitated with participating farmers (members of LGs) and with women and children from the community to gather their perspectives.

This report presents the results of the study on effects of BCI's decent work-related activities on the behaviour of communities towards women and children. The study was conducted between the end of October and December 2020, field visits were carried out in districts of Cuamba in Niassa and Mecuburi in Nampula.

The report contains five chapters including the introduction. The second chapter describes the methodology used. Findings are presented in the third chapter following the specific objectives. Conclusions and recommendations are presented in Chapter 4, followed by four annexes that complement the report.

2. STUDY AREA & METHODOLOGY

The selected IPs were located in northern Mozambique, provinces of Niassa (SAN/JFS) and Nampula (SANAM). In both provinces one district was selected to undertake this study. In Niassa the fieldwork was carried out in Cuamba district and the Producer Unit (PU) visited were located in the administrative post of Etatarara and Lúrio. In Nampula, the studied district is Mecuburi and the covered communities are from PU in Muite administrative post (Figure 1).

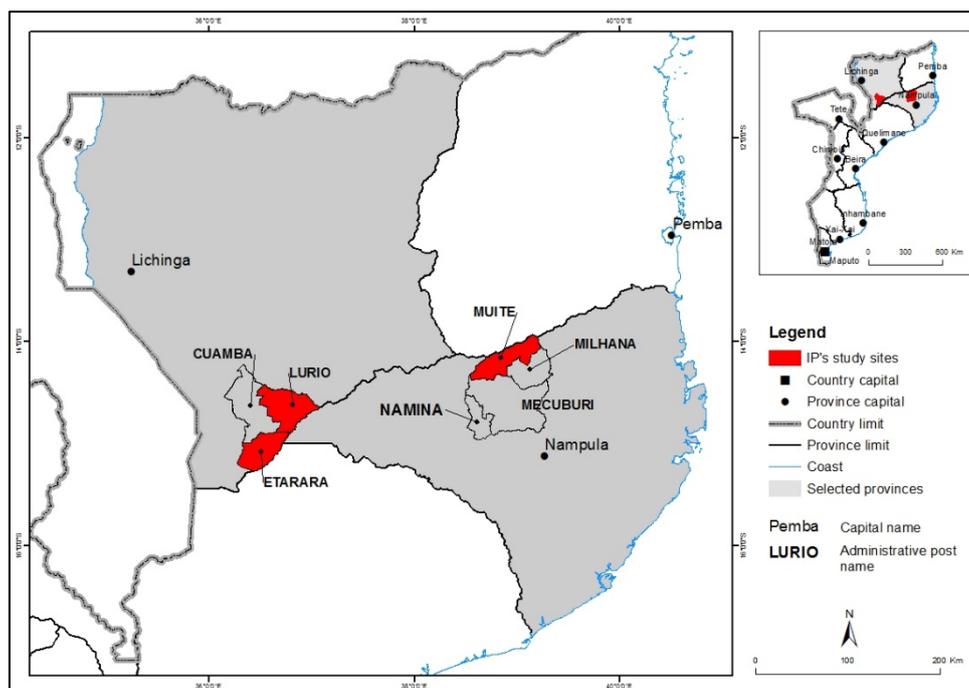


Figure 1: Geographical location of IP's studied Districts

In each Producer Unit (PU) two communities or Learning Groups (LGs) were selected based on considerations related to gender and schools. The selection criteria for the LGs to be included in the study were: LGs that included women or had women as the lead farmer; and existence of schools in the approximate same distance in both communities or LGs. All visited communities had schools within about 2km with exception of Mecuna where the school is located 5 to 7km away in another village.

The study had a focus on learning, and mostly used qualitative methods to address the three objectives. However, whenever possible quantitative data (e.g. schools enrolment and dropout rates, women participation's rates in the LGs and in the training sessions) was collected to triangulate responses provided by KIs as evidence of wherever decent work-related activities enhanced behaviour change.

The primary source of information considered for the study included BCI staff at global and Mozambique country office, the IP management staff for each of the study projects (the IP production director, the PU manager, supervisor and BCI focal point) and method used was in-depth interviews. Semi-structured interviews were conducted with IPs' extension workers, representatives of relevant district services (Education, Woman, health and social protection), local community-based organizations and other IPs relevant partners for the decent work related activities. Semi-structured interviews were also conducted at community level with community and religious leaders, selected female leading farmers, school directors and teachers (See Annex A for the complete list of interviewees). Focus group discussions were facilitated with BCI farmers (members of selected LGs), and with other women and children from the community.

Observations and review of relevant documents such as the IPs' activity plans/ Improvement plans, child labour protocol, assurance and monitoring reports, internal and external evaluation reports were done to support the understanding of the range of implemented activities. Decent work training material, awareness raising and communication material, and other materials produced by the studied IPs as part of their decent work-related activities were also consulted to support the triangulation of data and information. A short literature review was considered to provide background information regarding factors influencing behaviour change in terms of gender equality and child labour.

In total 43 KIs were interviewed at central levels and in both districts of which about 40% were women (Table 1).

Table 1: Summary of KIs interviewed by category and gender

Category of KIs	Total Interviewees	# of female
BCI global team	5	5
BCI Mozambique	2	1
IP Staff (managers, supervisors and extension workers)	8	1
District Services	5	2
Local NGOs & Forums	3	2
Schools teachers & directors	7	1
Community & Religious leaders and Members of School council	4	0
Other Community KIs (Field Facilitators, female lead farmers & young mothers)	9	5
Total	43	17

A total of seven FGDs were conducted in the two studied IPs. In Cuamba 4 FGDs were conducted, 2 with women, 1 with men and 1 with children. In Mecuburi 3 FGDs were carried out, one with a mixed group of men and women, one with women and another with children. The FGDs had 8 to 13 participants, except the mixed group which had 22 farmers out of which 9 were female (Table 2).

Table 2: List of FGDs facilitated and number of participants disaggregated by gender

#	Name	Location	Participants	
			Female	Male
Cuamba				
Administrative Post of Etatara				
1	Group of Children	Primary School 1 st cycle (EP 1) of Grupune	02	09
2	Group of Women	Macutcha & Grupune	10	00
3	Group of Men	Grupune	00	05
Administrative Post of Lúrio				
4	Group of women	Mecuna	11	00
Mecuburi				
Administrative Post of Muite				
1	Mixed group (farmers)	Ratane	09	13
2	Group of Children	Primary School of Ratane	05	04
3	Group of Women	Munhari B	13	00

3. FINDINGS

Findings from the study are presented by objectives.

The first section describes the socio-cultural context that shapes and influences the decent work related aspects. It also reports on the approaches and activities implemented by the IPs to address the BCI decent work principle on issues related to gender equality and child labour, including factors contributing to the success. It eventually presents the impact of the elements influencing behavior changes of the community towards women and children.

The following section presents findings related to the objective to understand the triggers of behavior change in terms of gender equality and child labour. It starts by describing the stakeholders' perception of behavior change in the community, and it then discusses the factors influencing behaviour change positively or otherwise.

The third section gathers the lessons learned to inform future strategies, to disseminate and replicate the successful practices.

3.1 DECENT WORK-RELATED ACTIVITIES IMPLEMENTED AND INSIGHTS OF PERCEIVED BEHAVIOUR CHANGE IN AREAS UNDER THE INFLUENCE OF IPS

This section starts by providing a socio-cultural context to support the understanding of the community habits and attitudes that may influence the behavioural change. Then it describes the activities implemented by the IPs and the perceived behaviour change.

3.1.1 Description of the socio-cultural context influencing the decent work-related aspects

Mozambican society is generally characterized by two systems of lineage. The matrilineal prevailing mostly in the northern and central parts and patrilineal in the southern part of the country. The type of lineage system determines women's access to land and her position in the decision making processes (Gawaya, 2008). Distinction is made between matrilineal and matriarchal society. In the matrilineal societies the kinship is traced through the mother, the marriages are matrilocal – meaning that the man moves to the woman's family home or area, but the societies are not matriarchal, in other words, women do not rule and they have less parental power over the children. Parental authority is exercised through the male kin, such as the mother's uncles, brothers, or cousins (Gawaya, 2008; Göttner-Abendroth, 2004). In contrast, in patrilineal societies the traditional marriage is patrilocal, whereby woman moves to the man's family home or area. Descent is traced through the male line, which affects women's access to land and other productive resources, as well as women's sexual and reproductive

rights. In these communities, women's access to land is mainly through their husbands (Gawaya, 2008).

The Nampula's study site, Mecuburi district, can clearly be classified as matrilineal communities while Cuamba, in Niassa, both matrilineal and patrilineal system can be found. As explained above, the male member in the household are still considered to be primary decision makers because these communities are matrilineal but not matriarchal.

Cotton farmers live in rural areas with high levels of poverty, limited access to basic services like running water, schools and connectivity (transport, networks and information). Rural areas in Mozambique account for most poor people, with the poverty rate at 56%. Nampula and Niassa are among those with the highest poverty rates in the country, at 65% and 67% respectively (World Bank, 2018). However, the IPs have a perception that the poverty rates are better than those presented by the World bank, they claimed that the indicators used are westernized and not consistent with the local reality.

The smallholder cotton farming system is characterized by rain-fed agriculture system with use of rudimentary techniques and family labour. These factors shape the priority setting in the farmers' life.

The reliance on family labour for farming can lead to child labour, especially for activities such as weeding, thinning and harvesting. The help of children in the parents' farms can sometimes become a challenge for the IP staff to monitor the involvement of children in farming activities and to distinguish it from child labour. As explained by a PU manager, they have limited capacity to monitor the age of children involved in farming activities. There are other challenging factors that the IPs face, such as firstly the illiteracy of farmers impeding the filling of field books, an activity which then has to be performed by field facilitators – a limitation as the field facilitators cannot record the activities in real time. Alternatively, they record activities ideally once a week through farmer's recollection. Second, limited number of children with available identity documents; the recorded information on age is based on what is reported by the parents, which might be adjusted according to the purpose; or could be an estimation made by the extension agent based on the appearance of the children. No additional mechanism to monitor the workers' age is in place apart from the farmer field book. However, it was reported by the SAN/JFS PU manager that once a year they conduct a quick survey as part of their internal assessment of better cotton standards, but collected data were not yet systematized in a database.

Due to poverty girls and boys are married off early, often leading children as young as 13 starting their own families. In both study sites, there was evidence of 'young' families responsible for their own farms. Young mothers aged 15-16 years were met during the field visits, however reports from community leaders and teachers indicated that there were younger couples in the community where the females were as young as 13.



*Photo 1: **Filomena Francisco**, 16 years old, with her 7months old baby. She attends school in the District in the 8th grade*

Photos taken by Nícia Givá³



*Photo 2: **Matilde José**, 15 years old, with her 9months old baby. She attends school in the District in the 8th grade*

In such cases, the IPs' extension workers indicated that they sensitize the parents (father) to take responsibility of the activities that may present risk to the young couple (e.g. spraying the field). The community leader, however, explained that although they are aware of the minimum age requirement for activities, not all parents actually undertake these responsibilities since societal norm dictates that once a young boy (around the age of 15-17years) is married he has to take responsibility for all field activities on his farm.

A member of the Mecuburi social protection district authority interviewed mentioned that the district has the third highest rate of early marriage in Nampula province. This, the member said, could be attributed to higher levels of poverty in the area. Informal traders, especially in the fairs promoted in the villages every Thursdays, represent an easy trap to young girls⁴ (age 12-14 years old). The girls are easily attracted by them due to the money they display. In most of the cases, these marriages are not solid, and girls are abandoned with a child. The Social protection services through the partnership with NGOs (e.g. ADPP) are working towards mobilizing communities and the school staff to encourage pregnant girls to continue attending schools and to bring back the young mothers to school.

³Consent was asked and the girls granted permission to use the photos in the report

⁴ Girls engage with the traders in a relationship on their own will, as a way out of poverty. They end up pregnant, and once pregnant there are cases that the man leave the girl and the baby unattended.

Primary schools at community level provide education up to 5 or 7 grade (ages 12-14 years old), depending on the location and the size of the community.

Several actors⁵ are involved in the efforts to mitigate the early marriage. Primary Schools established school councils (SC), composed by members of the community selected to participate in the management of the schools. It is a mechanism established by the education sector to reduce school dropouts in earlier grades. The members of SC play an important role in rescuing girls and boys at risk of dropout. They are working together in campaigns to mobilize parents to send children to school, promoting involvement of communities in the school's management, allowing re-integration of young mothers in the school. The schools (in Mecuburi) have an early warning system to identify this risk by closely monitoring school attendance. Students with attendance falling below a certain level (warning level) are identified and their parents are contacted through members of SC to find out the reason of the absence. In the process, the members of SC sensitize parents and the children to return to school, mobilize them to avoid practices that prevent children from the school. In case of early marriage or pregnancy, the issue is addressed at the community leadership forum. Currently, pregnant girls and young mother are allowed to attend classes, contrary to what happen in the past.

These actions, according to interviewees, contributes in the reduction of school dropouts and seems to help mitigate early marriage but results are not visible as they are still in a nascent stage. Statistics collected in one of the Pedagogical Influential Zone (ZIP) in Ratane, Mecuburi district (Figure 2) indicate a slight increment of children enrolled in the first grade, especially girls, but the dropout rates appear to have increased, particularly for boys (Figure 2a). However, the overall figures for the first primary school cycle (grades 1 to 5) show improvements in both enrollment and reduction of dropout rates (Figure 2b). This suggests that numbers are more stable between grades 2-4 as also explained by interviewed teachers.

⁵ District government, NGOs working in Education and Health sectors, school staff, members of school council, community leaders

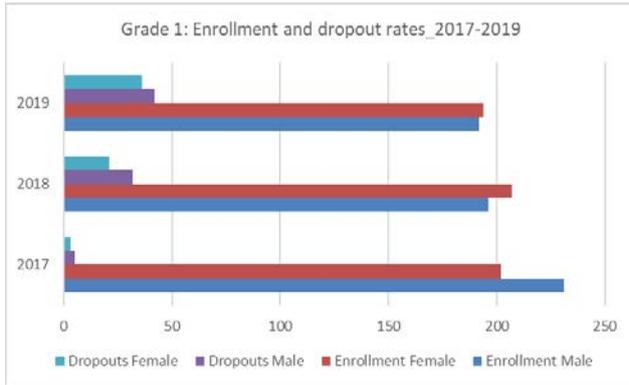


Figure 2a: Male and Female enrollment & dropout rates Grade 1 (2017-19)

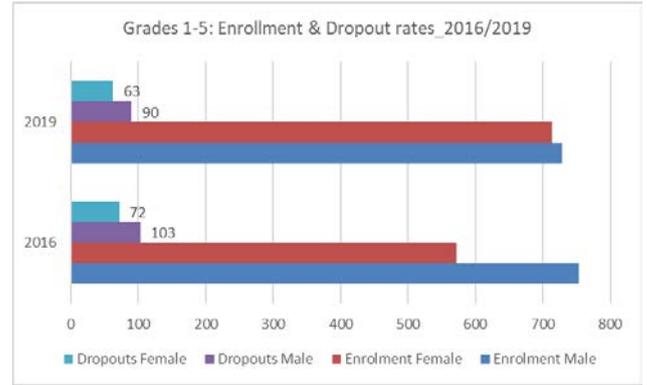


Figure 2b: Male and Female enrollment and dropout rates Grades 1-5, years 2016 and 2019

Source: Statistics Maps of ZIP11, Ratane-Muite, Mecuburi District

Distance to schools is another factor influencing children's attendance. For some households, schools are located at a large distance – 5km or more – from the house. There are also a significant number of farmers who migrate to their fields during the season as they are located quite far from the village. This in most cases implies removing children from school. Some interviewed parents said that when the school is far, they feel insecure to send their children as sometimes children get into fights along the way and that the injured children would have to walk long distances to reach home safely. Majority of interviewed farmers own bicycles but using them is not an option due to the risk of robberies, children are discouraged from taking bicycles to school. To address the issue of long distances is done through mobilize community members to build classrooms with local material in the area. Once they build the classroom, community leaders influence the district education authorities through the ZIP coordinator to allocate a teacher. The IPs also reported to support this kind of initiatives and sometimes contribute with building materials and schools' stationeries.



Photo 3: EP1 of Grupune, Cuamba District, Niassa

Factors that prevent children attendance to schools (poverty, school distance, poor infrastructures including lack of transport) influence the occurrence of child labour and imposes difficulties in promoting decent-work activities related to child labour.

The majority of schools in the villages of the IPs' study sites are built of local material (Photo 3), poorly maintained and without school chairs and desks. Teachers said that the lack of reasonably decent conditions make children less motivated to attend schools. Therefore, there is a need to support the structures built to help mitigate school dropout rates by providing chairs and desks and other school materials for the children comfort.

3.1.2 IPs and Stakeholders Contextual Conceptualization of Child Labour

As guideline, the International Labour Organization (ILO) on its Conventions (138, 182) on child labour minimum age and worst form of child labour establishes three categories namely hazardous work, basic minimum age and light work. The Mozambican Labour Law complies with the ILO conventions and establishes 15 as the basic minimum age for work. Hazardous work (such as handling pesticides and spraying of fields) should not be done by anyone under the age 18. For exceptional cases, under ILO light work category, children between the ages of 13-15 can do 'light work' such as household chores, as long as it does not threaten their health and safety.

In the context of rural Mozambique, where agriculture is the main livelihood source, children involvement in the farming activities is perceived as cultural and an important and needed practice to pass on knowledge of farming practices to new/young generations.

The health and social protection district authorities interviewed in Cuamba District share the perception that it is hard to characterise the work done by children in the parents' farms as child labour. They stated that having children helping parents in the field is culturally embedded, therefore, children start to be engaged in the farming activities at the age of 10/11 years old. Parents allocate tasks (type and size) based on the age, thus, the district authorities do not consider the work done by children in the parents' farms as child labour.

District authorities indicated that they pay attention to child labour in the suburban areas, where children emigrate from rural areas seeking for better conditions voluntarily or sent by their parents or relatives. Reported cases of child labour are of children performing heavy duties and working long hours as housekeeper, street vendors or as loaders. As a mechanism to mitigate such cases of child labour, the district authorities established the community committees for child protection – composed by the community leaders, religious leaders, secretary of the settlement and other influential people. The committee promotes child rights

and inspect possible violations of the rights in the community; they also intervene at the community level and inform the district authorities if necessary.

District authorities, school directors and teachers interviewed in both studied districts stated that the COVID-19 pandemic situation might have contributed to the regression of the situation in terms of school dropout and early marriage. The schools were closed end of March 2020 and remained closed until November for 1-5 grades. This situation might have caused migration of boys to district centres seeking employment opportunities (many as street vendors) and more girls engaged in early marriage.

The SAN/JFS managers strongly defended that the child-related activities done in their parents' farms, respecting timing, school attendance and load of work should not be considered child labour. They stated that in the context of Mozambican smallholder farming system, agriculture is the main livelihoods source, having children helping their parents should be considered educational rather than exploitation. There is a need to pass on the legacy, one of the managers said:

... 'I come from farmers' family and I'm here thanks to what my parents taught me and I did not do the same with my son and I regret...'

Based on such understanding of the context, the SAN/JFS managers formulated their child labour message to the farmers as following:

'children can help in the field as long as they don't miss school and you allow time for them to rest and play. Children under 18 years old cannot perform hazardous tasks such as spraying. Tasks such as weeding, thinning and harvesting can be performed under supervision and the length of the task must be regulated based on the child age and the required effort.'

In fact, this statement is consistent with the established IP's child labour protocol that was developed based on the BCI decent work guide for Mozambique, produced taking into account the ILO conventions and the national labour law. The IPs disseminate message about the minimum age restriction of 15 years, but they do not interfere in the households' decision of engaging children below 15 in farm activities under parents' supervision.

SANAM also share the same perception and approach. They stated that child labour issue is very complex and challenging for the Mozambican's rural areas context. SANAM managers perceive agriculture as part of farmers identity, taking their children along and engaging them in farming activities is cultural, *'we cannot change that, in fact, we don't have the right to do so'* stated one of the staff interviewed.

The age of children performing farming activities is below the minimum established for the exceptional 'light work' category. This constitutes a greater challenge pointed out by IPs' interviewees, but evidence indicates that allocation of tasks by parents are age based. For instance, children and parents interviewed reported that 10 to 12 years old help on activities

such as seeding (putting seeds in holes opened by adults when using untreated seeds) and thinning, while the 12 years and above will perform weeding and harvesting.

Another aspect related to the cultural context and child labour is regarding the existence 'young families' as result of early marriage. In both studied districts, there were evidence of some cases (less than 5% - according to the PU managers) of boys in the age of 14-17 years that own their individual farms. Reports point out that when the boy owns a plot as 'single man', his father can hold the responsibility of spraying the field as recommended by the extension agent, but if the boy is married, he is supposed to take the responsibility for all activities in his field. This is what the local cultural construction refers to, therefore, some parents do not favour neither observe the recommendation to hold responsibility for spraying the young family farm, explained the community leader.

3.1.3 Approaches adopted and activities implemented to address BCI principles on decent work linked to gender equality and child labour, and the reasons for success

Both SAN/JFS and SANAM adopted similar farmers' outreach structure. The extension network is composed of a Producer Unit (PU), supervisor, extension agent and the field facilitator who work directly with the Learning groups (LGs). Extension agents are technicians at basic, college and university levels employed by the IPs. According to their educational level, they can be PU manager, supervisor or extension agent performing activities related to field assistance and training farmers. Whereas, field facilitators⁶ (FF) are elected farmers to play partly a role and support the work of the extension agent. They have seasonal contracts with IPs. Field supervisor oversees the work of both FF and Extension agents.

The extension agent works with field facilitators (also called leading or influential farmers) who oversee 3 to 6 LGs. The LG has 30 to 40 farmers each.

The IP managers from the two studied IPs emphasised during interviews that the company focus is on increasing production, productivity, and therefore improving profit. Their staff are agricultural workers trained to promote cotton production best practices, in the line with the Better Cotton principles and criteria.

BCI's principle on decent work is disseminated through training sessions and farmers meetings. The extension agent gathers farmers for training three to four times each season during the main crop phases - cleaning the land and sowing, weeding and thinning, spraying, harvesting and in selling. During these phases Better Cotton best practices, including those

⁶ Field facilitators (FFs) are farmers able to read and write, elected by other farmers within the LGs. They play a role of mobilizing farmers, listing them, and filling in the field book; distributing inputs (seeds, pesticides and batteries) within the LGs; inviting or passing on information about trainings and meetings.

on decent work related to child labour and gender equality, are disseminated. For instance, in the beginning of the season the parents are trained to not involve children in the sowing activity if they are using treated seeds. At the same time that extension workers train farmers on the importance of sending their children to school, consider the workload allocated to them, they also sensitize parents to allow free time for children to play. In the spraying time, the extension workers emphasize messages associated with the risk in handling pesticides and the recommended minimum age of 18 to perform spraying activity.

Both IPs stated that the extension workers are overwhelmed with activities related to best practices to improve cotton production and productivity. These activities include listing farmers, measuring cropped areas, distributing inputs, providing training and technical assistance and all other activities related to market organization and commercialization of cotton. Activities to monitor decent work-related activities such as recording and monitoring the age of children involved in the farming activities, the type and load of activities performed and children's school attendance, require additional effort in terms of knowledge and human resource that is currently weak, claimed the PU managers.

Thus, the PU managers reported to assume the role of disseminating information on decent work and ensuring that farmers are aware of recommended practices. However, they indicated limited capacity - technical, material, financial and human resources - to continuously monitor the adoption of the disseminated best practices, supervise the compliance with BCI criteria and keep records and a database management over time. In addition, they perceive that 'imposing' those practices on the farmers intrudes the local modus operandi of their culture. Therefore, they only assume the role of advising.

In their role of disseminating BCI's best practices to prevent child labour, the IP extension technician discuss with farmers what children can and cannot do according to the Better Cotton standard. They use posters to illustrate the bad and good practices in accordance with the Better Cotton principle on decent work. They also promote children's rights to education and persuade parents to send their children to schools.

Both SAN/JSF and SANAM adopted similar methods on disseminating messages about child labour related activities by targeting farmers and their children through speeches in farmer meetings, farm visits and speeches in schools. School speeches take place two to three times a year. Recently (in 2019), IPs asked to be invited in the school opening and closing days to be able to address both the children and parents about the importance of attending schools and also highlight the activities children are supposed to perform under Better Cotton principle and decent work criteria. School speeches did not take place in 2020 due to COVID 19. Both IPs work with about two to three schools in the studied administrative post. The child labour

protocol developed by the IPs constitute the base of the messages communicated to female and male farmers as well as to the children. The extension agents adjust the language based on the audience.

Evidence from interviews with farmers/parents and children themselves shows that they are well informed about children rights and workload restrictions on child labour as per the Better Cotton Decent work Principle. They are also aware of the risks involved in the hazardous work, the relevance of observing the recommended practices including the minimum age for different kind of activities. Even though, the challenge persists in the actual practice, especially in positively influencing the age of children involved in the farming activities. As already mentioned, children start getting involved in farming activities from the age of 10, which is far below the BCI minimum age criteria based on the ILO convention and the Mozambican labour law. PU managers and extension workers referred to the field book as not effective in recording age information for several reasons, such as farmers' illiteracy and limited capacity of the facilitator to record information; limited number of children with ID and limited mechanism for checking the age through tracing the birth card. Although most of farmers routinely involve their children under 14 years old, there is a common understanding among IPs and district authorities that parents regulate the tasks and workload allocated to children aged 10-14years old.

All interviewees are well aware of recommendations about pesticide spraying. Parents and children interviewed clearly stated that only an 18-year-old or above sprays the cotton fields. However, in a FGD with women in Cuamba, they indicated that in women headed household boys of 15-17 years old help their mothers to spray the field in the absence of any male adult. In the event of young marriage, boys in the age of 14-17 years should hold responsibility of all activities in his individual farm, including spraying. KIs interviewed showed awareness about personal protective equipment. Farmers mentioned to use long sleeves and a scarf to cover the mouth and nose while spraying. There were some complaints regarding absence of appropriate feet protection.

The issue of young boys owning cotton plots revealed controversial in different perspectives. First, since both parents and the children are aware of the restrictive practice regarding spraying, they tend to hide these cases to the extension agent. Second, because young boys (below age 18) fall outside the age limits to hold responsibility of a cotton farm, extension agent do not list them as farmers, consequently they lose formal right to benefit from the training and technical assistance. Additionally, once not listed, they can hardly trace them under the IP's established mechanism. These circumstances put the boys in a vulnerable position due to limited access to adequate knowledge and information about the risks of handling pesticides and the procedures for appropriate and correct application. This matter

should be carefully analysed at BCI and IP levels in order to identify an appropriate mechanism to ensure technical assistance as well as to reduce the risk faced by this group of young age farmers.

SANAM reported to promote theatre groups in the schools as a mean of raising children awareness about the risk involved in some farming activities, the relevance and benefits of attending schools. However, during the fieldwork, none of the theatre groups were available because schools grades 1-5 remained close due to the COVID -19 restrictions.

It was also mentioned during the interviews with extension workers, supervisors and PU managers in both IP sites that the use of visual material reduced in the last two years. They explained that the existing visual material (mainly posters and 'big books') produced in 2017/2018 was repeatedly shown to the farmers; they became familiar with the material and are no longer attracted to them. Alternatively, SAN/JFS reported to have started adopting a new training approach using short-recorded videos in local language. The videos are yet in the process of being produced with support of ICC (International Capital Cooperation) in a partnership with AgDevCo NGO. At this stage, produced videos provide instructions about the use of the spraying gadget (*micro ulva*). Videos related to decent work were not yet produced. They also reported to use community radio to interact with farmers once a week. Key messages according to the crop development stage are disseminated and farmers have opportunity to ask questions.

During fieldwork were identified some community-based organizations that work on issues related to gender and social protection that can offer synergies not yet explored by the IPs. In Cuamba, the social protection technician referred to a local association Olaka hosted by Nun's school that promotes gender equity. It works with girls in secondary schools to mitigate early marriage, they also work on livelihoods' improvement of mothers and children living with HIV-AIDS.

Another local organization mentioned by one of the interviewees due to its appreciative work was the Othoko Youth Association (*Associação Juvenil Othoko*). The executive director was contacted and interviewed. Othoko NGO advocates for human rights, sexual and reproductive health education, and women empowerment. In partnership with government (e.g. district services, magistrates) and NGOs they implement different activities. The list includes awareness campaigns, promotion of Laws and regulations relevant for the target group and prominent conflicts (e.g. land and natural resources management conflicts, Human rights); they provide training on gender equity and decision-making processes, financial literacy, negotiation skills; they work with local activists to mitigate early marriage, address issues related to girls' initiation rituals and school dropouts. This NGO works with community leaders,

farmers (mainly tobacco's farmers) and they have about 40 community activists of which 60% are women based in the communities in five districts namely Cuamba, Mecanhelas, Mandimba, Mahua and Metarica. They also reach out communities through community radio programs.

The two local organizations described above are examples of where the IPs could explore opportunities to build synergies and combining efforts towards addressing issues related to BCI decent work criteria. These organizations are referred to have contributed to the behavioural change in different issues that are related to women and children.

Approaches adopted towards increasing women participation

Training activities are organized and delivered by the extension workers. Both IPs have adjusted training times as a strategy to include both men and women in the training sessions. However, the participation of women in training session is yet considered low. Men and women farmers interviewed explain the low attendance of women as following:

'One of us has to stay in the field or at home taking care of the children while another attends the meeting, since the name listed is the men's although we farm together, he attends the training sessions'. They also said that if the men are unavailable women replace them.

Women in the FGD in Grupune, Cuamba stated that meetings/trainings are announced with a short notice (previous day), which contributes for their absence due to series of duties they perform in the field and in the household. They emphasised that normally, women living close to the meeting place are the ones attending the meeting.

SAN/JFS adopted 11am as the time for gathering farmers for meetings or training sessions. Women interviewed in both studied sites stated that 2pm would be the most appropriate time for training. Their explanation is that early afternoon is when they are back from the fields, have prepared the meal, and performed other relevant domestic chores.

In order to enhance women confidence, agency and promote their participation, SAN/JFS initiated a women group of Eco-activists entitled '*okhapelelaElapo*' (meaning protecting the environment). Eco-activists are responsible for collecting and destroying empty containers of pesticides and used batteries. Each market unit has an eco-activist, for the last season the SAN/JFS had 470 market units, and the same number of activists. As explained by the PU manager, this activity plays triple purpose. First, women demonstrated greater commitment and care for safe environment for their children, this has improved the collection and destruction of empty pesticides container, issue that has been problematic in the past years. Secondly, by performing this role, women become active and confident of their capabilities, after some time they promote themselves as facilitators. The process of electing a facilitator

is done via voting; there are eco-activists who listed themselves and were elected as facilitator. In the study district, there are eight female facilitators, affirmed the extension worker. Third, having a female facilitator incentivizes other women to participate and to assume leadership responsibility. Thus, there is an increased engagement of women as eco-activists. This helps them becoming proactive, and gain visibility that contribute for their election as facilitator. According to PU manager and supervisor in Cuamba, the number of eco-activists increased from the 470 to 530 this season. The positive aspect of this initiative is the engagement of women and the opportunity they have to take a lead over an action, the respect they receive from interacting with men while in the process of delivering and control the empty containers and used batteries. The initiative also helps building women confidence and willingness to undertake the role as facilitator.

Important to note that SAN/JFS contrary to SANAM promotes female extension worker. The IP believe that female technician play an important role in mobilizing women, and serve as model to inspire not only women farmers but also schoolgirls.



Photo 4: Interviewed female field facilitators in Mucuna. Aida Rodolfo leading farmer in Nevava (Upfront image) and Olinda Antonio leading farmer in Mucuna(backward image), (Photos taken by Nícia Givá⁷)

As discussed with the female field facilitators⁸ during the interview, they pointed out that hard work, be active and communicative, be single or with an open mind and hard worker husband

⁷Consent was asked and the girls granted permission to use the photos in the report

⁸ FFs are elected among farmers, they perform part of the extension work (farmers' mobilization, listing, filling in the FB, distribution of pesticides, seeds and batteries. They also control the spray gadget - micro-ulva. They receive a subsidy from the IP but are not considered IPs' staff.

are the success factors. They also mentioned their work and boldness are recognized and encouraging other women. Indeed, Olinda mentioned to have been influenced and encouraged by Aida's work.

SANAM used a different approach to incentivize women participation. They promote LGs composed exclusively of women in order to promote their active participation. According to the extension agent, women rarely spoke in presence of men, unless invited by them to speak and they would simply echo what men said. Initially, the extension agent proposed a group of widows and single mothers, the idea was well received and currently there are two women LGs in Mecuburi composed of either single or married women. Apart from their individual cotton plots, the group share a 1ha cotton field where they work together to perform all farming practices (seeding, tinning, weeding, and harvesting) but they hire⁹ an adult male for spraying the field. They equally share the benefits of the income from the common plot.

Women Participation in the Cotton Markets

Women interviewed reported to have increased their participation in the commercialization of cotton thanks to the awareness raising they have undergone. They explained that they became aware that it is important to have their name listed in the farmer's book used in the market, since the money is given to the person listed in the book.

They also informed that as result of the BCI programme both women and men understood the importance of sharing ideas, plans, and making decisions together. Currently women confirm to participate in the cotton market not just as listed farmer but also accompanying their husband.

Community leaders testified that they see improvement of households' wellbeing since men share the income and plans with the wife. They said:

'now the money is spent in the improvement of the houses, buying bicycles or motorbikes, household items while before majority of men spent their money drinking. 'Now they are few divorces' added the leader of Minhare in Mecuburi'.

Women also reported that because of the knowledge they got from growing Better Cotton have changed their way of working and living. *Men share the income and we make plans together – this reduced the level of conflicts, and improved happiness in the household* said a woman in Grupune & Mevava (Cuamba). The president of the Nampula provincial forum of cotton farmers (FOPANA) shared the same view.

FOPANA also works in the promotion of gender equality among farmers. In partnership with other NGOs they receive training and promote farmers' training in different topics such as

⁹ They pay 500Mt (equivalent of about 8 USD) for all sprays of a season

literacy, gender equality and empowerment, financial literacy and negotiation skills. They organize and promote awareness campaign for both men and women. They work in partnership with the IPs and have collaborated with BCI in multiple occasions including getting their representatives to participate in BCI trainings and refresher trainings along with the IPs.

3.1.4 Characterization and impact of the elements influencing behavioural changes of the community towards women and children

Engaging women as eco-activists (in Cuamba) and the creation of women's groups (in Mecuburi) contributed to stimulate and build women's confidence, self-esteem, and raise leadership abilities. It also contributes to increase women participation in the meetings, training and in the cotton's market. Visited PU in Cuamba has 8 female facilitators and 3 female LGs led by women emerged in Ratane, Mecuburi.

Having female extension workers (SAN/JFA) has stimulated women participation and leadership in Cuamba. The female extension agent interviewed confirmed that there are more women willing to assume the field facilitator role in her areas of influence compared to that of other male colleagues. The PU manager also acknowledged this. Therefore, this practice should be extended to other IPs. For instance, the PU manager in SANAM shared the view that having a female extension worker helps mobilize women participation, based on his previous experience, but said that it has been difficult to influence such perspective in the IP higher management levels. Only male technicians compose the SANAM's extension network.

The radio outreach program was not discussed with farmers during this study's fieldwork. However, based on what discussed with PU managers there is a room to diversify the content and format of the program to target different audience and to address BCI decent work content. Radio is the most accessible asset owned by rural communities according to national statistics. The use of mass media not only helps to expand the coverage but also allow for versatile communication packages. It can also diversify the source of information beyond the extension agents, to include for instance other IP management levels, religious leaders or other influential people, including government authorities.

Decent work information disseminated by the IPs extension network has been absorbed by the male and female farmers/parents, children and community leaders. There is evidence of its influence in the behavioural change among the beneficiaries. Parents are sensitized about child labour. They are aware of the ratio between age and task allocated to a child; and of the recommended minimum age for child work; they also acknowledge the children rights to play and to attend school. However, the socio-economic and cultural context poses challenges (e.g. poverty, poor infrastructures and basic social conditions – access to water, health

services) that require efforts and collective actions from different relevant actors. The existence of Community Based Organizations such as *Othoko*, *Olaka* and others constitute an opportunity for build synergies yet to explore.

Decent work-related training provided to both men and women influenced the household decision making process by increasing involvement of women and by promoting sharing of income. It has also influenced the participation of women in the market, which in turn have improved the farmers' wellbeing. As pointed out by community leaders, sharing of ideas, decisions and income brought harmony in the household, reduced social conflicts and contributed to the improvement of household conditions (improved houses, purchase of domestic utensils, bicycles and motorbikes).

Speeches and mobilization in schools increases awareness in both children and parents about child labour. Children are aware of their rights of going to school, and of tasks their can and cannot perform. Teachers pointed out that school and sport materials offered by IPs to the students play an incentive role for children retention at school.

Working towards behavioural change is a continuous and long-time process. There is a need to diversify training and communication approaches and strategies (e.g. diversification of audio-visual material) to continuously capture attention and interest of farmers, children and other groups.

3.2 UNDERSTAND THE TRIGGERS OF BEHAVIOR CHANGE IN TERMS OF GENDER EQUALITY AND CHILD LABOUR

This section comprises two parts. The first presents the general perception of the stakeholders towards behaviour change regarding gender equality and child labour, and the second part describes the factors considered to have influenced (positive or negatively) the behaviour change.

3.2.1 Description of the stakeholder's perception of the behaviour change in the community

Despite the socio-cultural complexity and challenges ascribed to the child labour issue, stakeholders perceive improvements in the quality of information retrieved by farmers/parents concerning minimum age, the kind of activities and workload allocated to the children. This qualified information helped farmers to better classify the tasks attributed to the children based on their age and the risk and hazard it presents.

Extending child labour information to the children themselves improved their knowledge and understanding about their rights and obligations, the farming activities that are advisable for them and those activities that presents risk and danger. Raising awareness of children about

child labour was indicated by KIs to have played an important role to improve parents-children commitment and responsibility in observing the recommended guidelines. There is a general perception that school attendance improved as the result of combined efforts from IPs, district education services and their partners, the schools' staff and the community school council.

School council play an important role in mobilizing parents and children, in rescuing girls and boys at risk of dropout. The re-integration of pregnant girls and young mothers to continue with their studies reduces the school dropout rates.

Some parents/farmers interviewed acknowledged the benefit of having a literate child (as able to write and read) and more importantly as providing ability to read and control the scale during cotton's commercialization process.

Regarding gender equality, perceived changes are related to emergence of women assuming leadership positions, improvements in household sharing decision-making, women participation in the market and sharing of income. KIs interviewed perceive these changes as the result of the training about the role of men and women in the decision making process, provided under the BCI decent work and pointed out that it contributed to the improvements of community wellbeing due to a more coordinated and collaborative ideas and plans between men and women. They explained that men are more open to share ideas and plans about spending their income with their wives. Additionally, interviewees mentioned that the fact that men are now willing to share the income with their wives brought harmony, reduced social conflicts and improved assets owned in the households.

Women interviewed expressed that by growing Better Cotton they were exposed to knowledge and information that helped change attitude towards their participation in the markets. They added that they are experiencing positive change as the result of their participation in the market. As stated by an interviewee *'we now get the money of the produced cotton, even if the listed farmer is my husband, because we go to the market together'*.

3.2.2 Identification of factors (positive and negative) influencing the behaviour change

Majority of schools at village level teach until 5 to 7 grades (ages 12-14 years old), after that, children have to migrate to the district centre to continue their studies. Due to limited economic conditions, most children abandon school after the 7th grade. This factor works as disincentive for parents and the children to attend school, since they experiment limited opportunities to diversify their livelihoods outside farming.

Interviewees perceive schools dropouts and early marriage as connected to other contextual issues (poverty, lack of basic needs, poor quality of schools and school location, limited opportunities for diversifying livelihoods) that requires efforts from different stakeholders;

Collective actions and efforts from different stakeholders (government district services, IPs, NGOs, community leaders, School council), advocating for child retention in schools have positively influenced local perception and awareness about the importance of sending children to school and ensure their attendance throughout the year.

Addressing parents and children together enhances the common understanding of the recommended practices and increases commitment and responsibility of the parents and children over child labour restrictions.

Having female teachers and extension workers serve as role model for girls and women, helps build self-esteem, and stimulates women active participation and leadership. Most of the children interviewed aspire to become a teacher or a nurse.

Promoting women eco-activists provides opportunity for women to uncover their potential and capabilities and stimulates willingness to take leadership position as facilitators. Similarly, mobilizing women groups provides space for increasing women participation and enhance their confidence and agency.

The limited capacity of the IPs to monitor the adoption of BCI best practices regarding child labour and gender equality reduces the opportunity to systematically assess, identify the gaps and develop an informed improvement plan;

The BCI focal point in the IPs accumulates responsibilities of supervision and PU manager which limits their availability to systematize monitoring information related to BCI- child labour and gender equality related activities and keep a database management overtime;

Use of the same training material (including visual) over the years have reduced interest of extension workers as well as the farmers

3.3 LESSONS LEARNED TO INFORM FUTURE STRATEGIES, TO DISSEMINATE AND REPLICATE THE SUCCESSFUL PRACTICES

Below key lessons perceived by the KIs as well as those emerged from the analysis are presented.

3.3.1 Identification of best practices, their description, and what was achieved

- Women Eco-activists as a way to uncover women's leadership capabilities enhance their confidence and self-esteem revealed to be a practice that increased the number of women facilitators, promotes women's livelihoods diversification.
- Women's groups increased women participation and agency

- Speeches in school with parents and children together (School opening sessions or other events) enhances the commitment of the parents towards school attendance, regulation of tasks allocated to children – IPs expressed the challenge to include more schools (beyond 2-3 currently targeted) and ensure at least 2 events/sessions per school per year.
- Small video streaming in local language used as training aid with farmers, helps diversify training strategy, enhances farmers' attention and interest in attending training sessions, learn and share experiences
- Community radios used for disseminating farming best practices, presents a potential to expand the coverage and target groups and improve the dissemination of the BCI decent work criteria and indicators.

3.3.2 Lessons learnt from implemented best practices activities

- ❖ Importance of understanding the socio-cultural context and identify appropriate approaches to address practices that are culturally embedded. For instance, gender equality awareness of both male and female farmers combined with strategies to activate women agency and leadership skills helped promote women participation in the IPs' studied area.
- ❖ Addressing child labour issues require a deep understanding of the socio-cultural context and flexibility to adjust accordingly without undermining the ILO and national law.
- ❖ Fathers mobilization to take the responsibility of restrictive farming practices for young-aged farmers (age of 15-17) such as spraying pesticides is not consistent with community social construction, therefore such cases are frequently hidden in the community, turning it difficult to address.
- ❖ Adjustment of training time to accommodate both men and women's needs is an important requisite to ensure women and men's participation in the training sessions.
- ❖ Having female agent in the extension network team contributes to influencing and mobilizing women's active participation.
- ❖ The need of combining different training strategies and diversifying visual material is recognized as an important aspect to motivate extension workers and keep farmers' interest and enthusiasm about training sessions

- ❖ Shared decision-making reduces social conflicts, enhances households' harmony and wellbeing
- ❖ In the debriefing meeting, IPs managers expressed interest to establish contact with local NGOs involved in advocating human rights, gender equality to seek opportunities for synergies and combined efforts in addressing decent work aspects related to child labour and women empowerment.

4. CONCLUSIONS

Three sections corresponding to the study specific objectives compose the conclusions chapter.

4.1 IMPLEMENT DECENT WORK-RELATED ACTIVITIES TO ENHANCE BEHAVIOUR CHANGE TOWARDS CHILD LABOUR AND GENDER EQUALITY

Both SAN/JFS and SANAM IPs adopted similar approaches to address aspects related to child labour and gender equality with farmers. Some variations were found regarding strategies adopted to influence women participation and approaches to diversify training methods.

Training sessions are organized in 4 sessions following the main stages of the crop cycle (Land preparation and sowing, thinning, spraying, and harvesting and commercialization). They are the main contact forum to disseminate farming best practices including the decent work criteria related to child labour and gender equality in the two studied IPs. The IPs developed the child labour protocol aligned with ILO and national labour law that is used to formulate decent work relevant messages disseminated based on the stage of crop.

In the context of rural Mozambique, children involvement in the farming activities helping their parents is perceived as culturally embedded and an important legacy to pass on knowledge and farming practices to new generations. In both IPs studied areas, children are engaged in the farming activities at the age of 10/11 years old.

School speeches addressing both children and parents conducted twice a year (in school opening and closing ceremony) help enhancing common understanding of child rights and restrictions related to child labour and increase commitment and responsibility of parents to comply with decent work criteria related to child labour. Parents are sensitized to allocate tasks (type and workload) based on the age, respecting the school and playing times. However, handling pesticides and fields spraying are considered hazardous work that can only be performed by individuals age 18 and above.

Young families aged 14-17 years old become responsible for their individual farms as the consequence of early marriage. Extension agents sensitize parents to hold responsibility of spraying the field to comply with BCI recommendations but some parents do not observe the procedure because of the local socio-cultural construction, which imposes that the young household's head must be responsible of all activities in their farm.

Both IPs adopted strategies to promote women participation. SAN/JFS initiated a women group of Eco-activists entitled '*okhapelelaElapo*' (meaning protecting the environment), responsible for collecting and destroying empty pesticides' containers and used batteries.

SANAM created LGs composed exclusively of women. Both initiatives serve as a platform to enhance women confidence, agency and leadership skills.

Community radio programs is another communication mean used by both IPs to disseminate farming best practices. There is opportunity to diversify the content to include decent work related topics.

IPs highlighted limited capacity in terms of technical expertise and staff availability to monitor better cotton principles and criteria. They presented difficulties to systematically record and monitor decent work-related activities such as the age of children involved in the farming activities, the kind of tasks allocated and workload performed by children due to limited human resources, inadequate knowledge and limited capacity to manage a database.

4.2 UNDERSTANDING TRIGGERS OF BEHAVIOUR CHANGE IN TERMS OF CHILD LABOUR AND GENDER EQUALITY

Factors that prevent children attendance to school (poverty, school distance, poor infrastructures including lack of transport) influence the occurrence of child labour and impose difficulties in promoting decent-work activities related to child labour.

Raising awareness of children and parents about child labour plays an important role to improve parents-children commitment and responsibility to better classify the tasks and workload attributed to the children based on their age, the risk and hazard it presents.

The re-integration of pregnant girls and young mothers to school in order to continue with their studies reduces the school dropout rates. School council play an important role in sensitizing parents and children on issues related to early marriage, in rescuing girls and boys at risk of school dropout.

Women participation in the market and men's willingness to share income with their wives has resulted in an increased coordination and collaboration within households, which in turn reduced social conflicts and improved community wellbeing.

The limited conditions for children to progress their studies beyond 5 and 7 grades offered at village level, associated with scarce opportunities to diversify livelihood sources work as disincentive for parents and the children to prioritize school attendance.

4.3 LESSONS LEARNT TO INFORM FUTURE STRATEGIES AND REPLICATE THE SUCCESSFUL PRACTICES

Understanding the socio-cultural context is crucial for the identification of appropriate approaches to address child labour related issues. Addressing child labour without fully

understand the socio-cultural implications might hinder rather than help the process, since the involved actors tend to hide the facts.

Mobilizing parents to hold accountability for activities that are restrictive for young age farmers (15-17 years old) is not consistent with community social construction whereby the young boy is supposed to assume the responsibility all their farm activities. The exclusion of these group of farmers in the BCI training list hinder the possibility of accessing to adequate information and training.

Engaging women as eco-activists and the creation of women's groups contributes to build women's confidence, self-esteem, raise leadership capabilities and willingness to assume leadership position.

Existence of women in the extension network team contributes to mobilize women's active participation.

Absence of updated and diversified training material affects the motivation and performance of the extension workers, and reduces farmers' interest and enthusiasm for the training sessions.

A more collaborative plans and decision-making processes within a household contributes to reduce social conflicts, enhances households' harmony and community wellbeing.

5. RECOMENDATIONS

This section formulates recommendations for BCI Mozambique country team and for studied IPs.

BCI Mozambique Country Team

Emphasize the need and mobilize the IPs towards the importance to monitor implemented decent work-related activities, keep records and a long-term database, so that the PU managers make informed decisions and select strategies that are more effective.

Influence SANAM IP to include female extension workers in their team to improve and enhance active participation of women.

Discuss openly the issue of young-aged families with IPs so that these cases find the appropriate mechanism to be addressed to reduce the exposure to the risk and the vulnerable position of the young boys as well as allow them access to adequate information. Currently, parents hide such cases and the extension workers hardly deal with them beyond sensitizing the parents.

Expand the Eco-activists initiative to other IPs to address a coupled purpose. First, improve women engagement and leadership in cotton production process. Second, reduce the risk to children and environment contamination through effective recollection of empty pesticides containers and used batteries.

To the IPs:

Continuously update and diversify training approaches including visual material to keep interest and enthusiasm of farmers as well as the motivation of the extension workers;

Reinforce the capacity (in terms of both technical and the composition of the BCI team) in the IPs, so that a continuous monitoring mechanism can be established and consolidated.

Explore opportunities to expand IPs partners beyond cotton related organization (IAM, FONPA, FOPAN) to other local organizations (e.g. Othoko, Olaka) that addresses decent work-related issues. This may also offer the potential to expand the coverage and target groups, optimize extension workers' workload, and possibly, redirect the effort to develop a systematic recording of monitoring data to assist a long-term database management; to facilitate an evidence based behavioural change assessment.

Use the potential offered by the existence of community radios to expand the coverage and the audience of the outreach program by developing versatile communication packages. It can

also diversify the source of information by including other people (e.g. IP management, religious leaders or other influential people, including government authorities).

6. REFERENCES

1. Gawayana, Rose. 2008. Investing in women farmers to eliminating food insecurity in Southern Africa. Policy related research from Mozambique. *Gender and Development*, Vol. 16 (1). Rural livelihoods and agriculture.
2. Göttner-Abendroth, Heid. 2004. Matriarchal Society: definition and theory, in: *The gift, a feminist analysis*. Athanor book Meltemi editore, Rome.
3. World Bank poverty Group. 2018. 'Strong but not Broadly shared Growth'. Mozambique Poverty Assessment. Poverty and Equity Global practice Africa Region

ANNEX A – LIST OF KEY INFORMANTS AND PARTICIPANTS OF FGDS

#	Name	Position	Contact
BCI Staff			
1	Eliane Augareils	Monitoring & Evaluation Manager, Geneva, Switzerland	eliane.augareils@bettercotton.org
2	Emma Dennis	Capacity Building Manager	emma.dennis@bettercotton.org
3	Hayley Morgan	Senior Global Programme Coordinator, London, UK	hayley.morgan@bettercotton.org
4	Leyla Shamchiyeva	Senior Global Programme Coordinator, London, UK	leyla.shamchiyeva@bettercotton.org
5	Vidyun Rathore	Senior M&E Officer, New Delhi, India	Vidyun.Rathore@bettercotton.org
7	Amelia Sidumo	Mozambique Country coordinator	amelia.sidumo@bettercotton.org
7	Djiba Kaba	BCI Program Officer, Mozambique	djiba.kaba@bettercotton.org
Cuamba			
1	Manuel Delgado	SAN/JFS General director	843892471
2	Mario Zaqueu	PU Manager and BCI focal point	867156037
3	Valdo Cheveia	Production Manager	842423321
4	António João Angrasse	Facilitator Grupune	
5	Bernardo Acne Walala	Facilitator Macutche	
6	Francisco Felismino	School director of Grupune Primary School	876341957 or 846504069
7	Aida Rodolfo	Female Lead Farmer of Mevava	879822031
8	Olinda António	Female Lead Farmer of Macuna	873739133
9	Ana António	SAN/JFS female extension agent	878053146
10	Sebastião Margarido	District service for health and Social protection	
11	Ruth José	Technician of district directorate of Social Action	866800086
12	Victor Eduardo	Technician of district directorate of Social Action	862197841

13	Pissare	District service for education, youth and technology	863115481
14	Miguel Bejamin António	Executive director of Youth Association Othoko	871505559
15	Agostinho Alberto Goreaque	National Forum of Cotton Farmers (FONPA)	864039580
#	Name	Position	Contact
Mecuburi			
1	Ivan Amade	Production Unit manager	874266010
2	Ibraimo Ali Baraca	Production director	874451990
3	Celeste Fabião	District service of Social Action	845824084
4	Joana Camilo	President of Provincial forum of cotton farmers (FONPANA)	866633154
5	Omar Secretário	Extension Agent Ratane	
6	Ernesto Siteo	Extension Agent Muite	
7	Chailove Almeida Soares	Facilitator Ratane	
8	Ricardo Roroge	School director Primary School (EPC) of Ratane	872872694
9	Rosário Cadamoda	Member of School Council Ratane	862046958
10	Lurdes Faquira Momade	School teacher grades (1-5) Ratane	
11	Viríssimo Manuel Hassane	School teacher grades 6&7 Ratane	
12	Nito Paulino Massaua	School director Primary School (EPC) Minhare	864431222
13	Eliseu Elias Walussa	Teacher grades 6&7 EPC Minhare	
14	Ali Hassane	Teacher grades 1&2	
15	Alberto Morapa	Vice-president of school council	
16	Jaime Morela	Religious leader	
17	José Pires Pruma	Traditional leader - Minhare	878393414
18	Henriques Micuangua	Facilitator - Minhare	

19	Paula Lázaro	Young mother (17 years old)	
20	Matilde José	Young mother (15 years old)	
21	Filomena Francisco	Young mother (16 years old)	

List of Partipants in the Focus Group

#	Name	Location	FGDs' Participants	
Cuamba			Female	Male
1	Group of Children	Primary School 1 st cycle (EP 1) of Grupune	Ivone Odete	Crimildo, Constatino António, Gildo Pascoal, Neves Bartolomeu, Luciano Ramele, Jorge Ernesto, Isidro João
2	Group of Women	Macutcha & Grupune	Anita Mairoosse, Laurinda Raimundo, Suzana Luis, Tereza Limita, Marta Jemusse, Argentina Domingos, Olívia Mário, Cristina Gusse, Lucia david and Nércia António	
3	Group of Men	Grupune	00	António João, Custódio Gonçalves, Bernardo Walala, Silvestre António, Pedrito Salomão,
4	Group of women	Mecuna	Olinda António, Aida Rodolfo, Sandra Salvador, Rosa António, Teresa Albano, Rosa Armando, Carlota Rodrigues, Maria Terela, Madalena Witinessa, Ana Alexandre	00
Mecuburi				
1	Mixed group (farmers)	Ratane	Albertina Arminda, Mariamo Mona, Juliana Agostinho, Ancha Silvestre, Julieta Muapatxe, Juliana Dionísio, Delfina Nantupe, Perelita Luis, Luisa Nantupe	Litos Calisto, José Alberto, Fevereiro Joaquim, João Jorge, Francisco manuel, Lucas Jaime, Joaquim Jaime, Manuel Francisco, José de Armindo, Lino Lauterio, Aristides António, celestino António, Evaristo Muthuane
2	Group of Childern	Primary School of Ratane	Rosita, Fatima, Claudia, Telénia, Mércia	Milton Artur, Nascimento, Razak, Adelino
3	Group of Women	Munhari B	Maria Morapa, Heriqueta, Olinda, Paula Lázaro, Filomena	00

			Francisco, Matilde José, Cremilda rafael, Delfina Paulo, Rosa Pires, Aida Alberto, Adelina João, Anita Francisco, Margarida Joaquim	
--	--	--	--	--

ANNEX B – LIST OF REVIEWED DOCUMENTS

BCI Principles and criteria. 2018. Version 2.1

BCI Baseline Gender Assessment Report 2019

BCI Gender Strategy 2019-2021

BCI Task Force on Forced Labour and Decent work. Final report and Recommendations 2020

SAN/JFS

MZNS07 Report 2020

Continuous Improvement Plan 2020 (Plano de Melhoria Contínua)

Decent work in the Cotton Sector (no date) (Trabalho decente no Sector Algodoeiro)

Child labour Protocol (protocolo para Trabalho Infantil)

Decent Work Working Plan 2020

SANAM

Continuous Improvement Plan for mitigating Child Labor (Plano para prevenção e erradicação contínua do trabalho infantil)

Plan for improvement of vulnerable people (Plano para melhoria da posição dos grupos desfavorecidos - mulheres, idosos, crianças).

ANNEX C. SUMMARY OF THE METHODOLOGY

Evidence needed	Data collection		Sample	Data analysis
	Methods	Sources		
Objective 1 – Analyse the extent that implemented decent work-related activities are enhancing behaviour change in the projects' influence area;				
Description of the socio-cultural context influencing the decent work-related issues	Document & literature review	Baseline & BCI Assurance/M&E reports. Project activity reports. Other socio-cultural studies in the study area.	SANAM and SAN/JFS Projects	Each project will be treated as a case study Content analysis Triangulation Quantitative analysis from available data (e.g. reports, database, IPs & Schools statistics, training records)
	Semi-structured interviews	KIs including IP Coordinators, PU managers, District government (e.g. representatives of Ministries of Labour, Employment & Social Security; Ministry of Gender, Child and social Action); Community and religious leaders; Community Elders	3-4KIs from IPs (SANAM and SAN/JFS) 2-4 KIs from District level relevant services 2-4 Community leadership members	
Identification of approaches adopted and activities implemented to address BCI principles on decent work specially linked to gender equality and child labour, and the reasons for success	In depth Interviews	BCI staff, KIs from IPs, PU managers, Field supervisors and facilitators	3-4 KIs from IPs 2 PU managers 2 Supervisors 2-4 Field Facilitators	
Characterization of the approach elements influencing behavioural change of the community towards women and children?	Semi-structured interviews	Schools staff and other partners involved in the IPs implementation of the activities	2 Staff (Teachers, School director) from at least 2 schools; 2 community leaders and/or members of School council	
	Schools Statistics			
	Focus Group Discussion (FGD)	Members of Learning Groups (LGs)	2 FGDs Women & Men separated	
Objective 2 – Understand the triggers of behaviour change in terms of gender equality and child labour;				

Evidence needed	Data collection		Sample	Data analysis
	Methods	Sources		
Description of the stakeholder perception of the behaviour change in the community	In-depth Interviews	BCI staff and KIs from IPs- IP Coordinators, PU managers, Field facilitators	3-4 KIs from IPs 2 PU managers 2 Supervisors 2-4 Field Facilitators	Content analysis
	Semi-structured interviews	Community & Religious leaders; Schools staff and other partners involved in the IPs implementation of the activities;	2 Staff (Teachers, School director) from at least 2 schools; 2 community leaders and/or members of School council	
	Focus Group Discussion (FGD)	Members of Learning Groups (LGs) and Children	3 FGDs Women, Men & children separated	
Identification of factors (positive and negative) influencing the behaviour change				
Objective 3 – Gather lessons learned to inform future strategies, to disseminate and replicate the successful practices.				
Identification of best practices, their description, and what was achieved	Desk review	IP activity reports; BCI assurance/evaluation reports; Other studies and relevant experiences	SANAM & SAN/JFS projects Other national and international projects	Content analysis
Lessons learned from implementation of best practices related activities	Semi-structured interviews	BCI staff, KIs from IPs- IP Coordinators, PU managers, and Field facilitators; Schools and other partners; Community and religious leaders	3-4 KIs from IPs 2 PU managers 2 Supervisors 2-4 Field Facilitators 2 Staff (Teachers, School director) from at least 2 schools; 2 community leaders and/or members of School council	

ANNEX D. INTERVIEWS' GUIDES

Introductory notes:

- Introduction to the researcher and brief summary of the study objectives in an appropriate way according to the interviewee;
- Information to the interviewee about the data and information provided (exclusively to be used for the purpose of this study);
- Get consent to use information. Inform the interviewees that the case study report will be shared both internally within BCI for learning purposes, and externally for communication purposes. Sources of information can be anonymized upon request;
- Ask consent to take pictures and use them in the report.
- The guide bellow are topics and will be adjusted (content and language) based on the interviewee background.

A – Guide interview for BCI Staff, IPs Managers, PU managers, and Supervisors

- 1 What roles men, women and children perform in the cotton production system?
- 2 What are the major issues related to decent work in the cotton production sector?
- 3 What are the socio-cultural factors influencing farmers behaviour and attitudes regarding decent work in the cotton farming production?
- 4 How would you describe the local dynamics related to gender equality in the farmers' community?
- 5 How would you describe the local dynamics related to child labour in the farmers' community?
- 6 What are your perceptions about decent work? How farmers perceive it?

- 7 What is the company policy to address decent work related issues? (specially related to gender and child labour)
- 8 What BCI decent work criteria are being implemented in the field? What approaches were selected and used? Why?
- 9 What kind of intervention and approaches are being adopted by your company to address decent work criteria related to child labour and gender equality?
- 10 Are there specific approaches being used to target women and children?
- 11 How are the activities being implemented? (including actions plan) and How would you describe the results?
- 12 What are the major challenges faced in addressing the BCI decent work principle? (contextual, Process - methodological and IPs team competences) for implementing the BCI criteria.
- 13 What kind of tools and mechanism are being used to monitor decent work related indicators (child labour and women participation, non-discrimination, and other indicators that the IP is considering)
- 14 What are the monitoring mechanisms that have been successful? Why?
- 15 How does the farmers respond? What does it take for farmers to understand and adopt decent work related principles?
- 16 To what extent the concept of decent work monitoring committee could be considered as a local monitoring mechanism? How should it be comprised of and how should it work?

- 17 What approaches and activities do you consider to be successful in mitigating decent work related issues? What factors enabled or prevented? Why?
- 18 Can your experiences be replicated in other contexts? What would be needed? What are the main challenges to be considered? What are the leverage aspects?
- 19 What kind of behavioral/ attitudes changes towards child labour/gender equality have you observed in the last 3/5 years?
- 20 What kind of tangible evidence can you report?
- 21 What aspects of the approach being used contributes to the positive results?
- 22 What additional knowledge, ability, tools would you need to improve the results?

B – Interview Guide for Facilitators, Community Leadership & LGs member

- 1 What are the important issues related to gender equality¹⁰ and child labour in your community?
- 2 How are those issues embeded/linked to your socio-cultural practices?
- 3 How do you assess children enrollment to school in your community? Do girls and boys go to schools? Do parents & gardians prioritize sending their children to school?
- 4 What is your understanding of BCI decent work principle?
- 5 How did you get the information? What kind of knowledge forum do you participate to?
- 6 Is there any kind of activites promoted by the BCI IPs to address issues related to child labour or gender inequality? Can you list them? Do you participate?
- 7 Among the initiatives that you participated to, which ones did you consider effective and why?
- 8 Do women participate in activities promoted by BCI's IPs related to child labour and gender inequality issue?
- 9 how do the Field Facilitators ensure that women are able to participate? Has their participation improved over time? What has been the enabling change in the participation?
- 10 Are those initiatives influencing farmers (parents & gardians) attitudes towards child labour? What changes can you point out?
- 11 What kind of changes are you observing in your community regarding child labour and/or gender equality? Is there any activity that used to be performed by children that has changed?
- 12 What role do women play in the cotton production? Are there any changes being observed in the last 3 to 5 years? Can you explain?
- 13 In your perspective what has influenced the change? Do you consider the change positive or negative? Why?

C - Interview guide for Local District Services

- 1 What are the socio-cultural factors influencing farmers' behaviour and attitudes regarding decent work in the cotton production sector?
- 2 How would you describe the local dynamics related to gender inequality in the cotton production sector?
- 3 How would you describe the local dynamics related to child labour in the cotton production sector?

¹⁰ Both gender equality and child labour concepts will be explained within the context of the study area

- 4 What are the major challenges related to Child labour and what initiatives exist locally to prevent child labour?
- 5 Is there local Civil Society Organization (CSO) working towards promoting women & children rights and protection?
- 6 Are you aware of BCI Decent work principles? What activities are being promoted? Do you play any role? How do you perceive the work being done?
- 7 How do you assess the results? What can be done to improve the results or add value?
- 8 What kind of synergies could be built to prevent child labour and gender inequality in the district?
- 9 What role can the district government can play?

D – Interview Guide for Schools staff and other IPs stakeholders

- 1 Can you describe the school children attendance situation in this community? What is the dropout rate? Are there differences between girls and boys?
- 2 What are the factors contributing to low level of school attendance or dropout (if the case) (e.g. distance to school, early marriage, child labour)?
- 3 Are you familiar with BCI decent work principles? Is there any initiative in your school related to BCI decent work criteria?
- 4 Can you explain the school participation in the BCI decent work related activities promoted by BCI IPs? Why did you engage? What activities does your school participate to? What results can you report?
- 5 What did you like from the initiatives being promoted? Why? What effects did it have in the school children?
- 6 Are there other ongoing initiatives in the region to eliminate child labour that the school is engaged in?
- 7 To what extent does the initiative improve the children school attendance rate? Can you provide statistics for the last 3 to 4 years?

Statistics

of children enrolled by gender in the first (grades 1-5) and 2nd (grades 5-7) cycles of primary education for the last 3 years (2017-2019).

of Children recorded at end of the year (retention rate by gender)

% of absenteeism & periods with higher frequency (disaggregated by gender)

% of children dropout years 2017-2019

- 8 What lessons have you learned from this experience? What else could be done to improve retention of children in schools? And to improve parents awareness?
- 9 To what extent are parents sensitized about the importance of sending their children to school?
- 10 What factors contribute to the parents attitudes/decision of sending their children to schools?

E - Topics for FGDs

- 1 Participation of women in the BCI decent work related activities?
- 2 % of women in the LGs? Training sessions?
- 3 % of LGs led by women
- 4 Circumstances and factors enabling or restricting women participation in the BCI IPs activities

- 5 Changes occurring in the community linked to decent work related activities? For example changes related to women's participation in cotton farming activities as a result of the IPs interventions. As there has been some evidence that women were now able to sell cotton in the markets, which was earlier considered to be a man's job.
- 6 Barriers to gender equality
- 7 Circumstances where child labour occur
- 8 Children school attendance, factors favouring or restricting (distance to schools, household profile, child labour or other).