

**THE IMPACT OF CHILD LABOUR ON EDUCATION IN MAKINDYE
DIVISION - KAMPALA DISTRICT**

BY

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DECLARATION

I, KOBUSINGYE GETRUDE declare that this dissertation is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature



DATE : 4th / 06 / 2015

APPROVAL

This research dissertation has been done under my supervision and submitted to the College of Humanities and Social Sciences with my approval as a supervisor.

Mr Muhwezi Ivan
(Supervisor)

Date.....08/06/2015.....

Signature..........

DEDICATION

It's with immense and great pleasure that I dedicate this dissertation to Mr. Agaba Osbert Muriisa, Kako Winnie, Muranga Immaculate, Mr. Tumwebaze Mukiga, Mrs. Ahabwe Mugabe Justine, Mwesigye William and all those who helped me achieve my goal of completing this exercise especially staff members of Makindye Division thank you for being a great and supportive family for me, may the Almighty God greatly reward you.

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TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
ABSTRACT	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem.....	6
1.3 General Objective	7
1.3.1 Specific Objectives	7
1.4 Research Questions.....	7
1.5 Scope of the Study	7
1.5.1 Geographical scope.....	7
1.5.2 Content scope.....	7
1.5.3 Time Scope	8
1.6 Significance of the Study.....	8
1.7 Conceptual Framework.....	9
CHAPTER TWO: LITERATURE REVIEW	10
2.0 Introduction.....	10
2.1 Scholarly Opinions and ideas on related literature	10
2.1.1 The concept of child Labour.....	11
2.1.2 The Evolution of Child Labour as a Human Right Issue.....	12
2.1.3 Theories of Child Labour.....	13
2.1.3.1 Child Labour as a Contribution to the Family	13
2.1.3.2 Time Allocation Theory	13
2.1.3.3 Child Labour as a Result of Poverty.....	13
2.1.3.4 Micro-economic Theory	14
2.2 Causes of Child Labour	14
2.3 Effects of Child Labour on Education	16

CHAPTER THREE: RESEARCH METHODOLOGY	18
3.0 Introduction.....	18
3.1 Research Design	18
3.2 Area and population target.....	18
3.2.1 Study area	18
3.2.2 Study population.....	18
3.3 Sample size and selection	18
3.3.1 Sample Size	18
3.4. Sampling Procedure.....	18
3.4.1 Simple random sampling	19
3.4.2 Purposive sampling.....	19
3.5 Data collection sources, Methods and Instruments.	19
3.5.1. Sources of Data.....	19
3.5.1.1 Primary data.....	19
3.5.1.2 Secondary Data.....	19
3.5.2 Data collection methods and Instruments.....	19
3.5.2.1 Interview Guide	19
3.5.2.2 Questionnaires	19
3.5.2.3 Documentary Analysis.....	20
3.6 Data Processing and Analysis.....	20
3.6.1 Data processing.....	20
3.6.2 Data analysis.....	20
3.7 Validity and reliability	20
3.7.1 Validity	20
3.7.2 Reliability	20
3.8 Limitations of the study	21
CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS	22
4.0 Introduction.....	22
4.1 Response Rate.....	22
4.1.1 Findings on demographic background of respondents	22
4.1.2 Gender of the respondents	23
4.1.3 Age of the respondents	23
4.1.4 Academic qualifications attained by the respondents.....	24

4.1.5 Marital status of the Respondents.....	25
4.1.6 Period spent in teaching.....	25
4.2. The first objective: To examine the causes of Child labour in Makindye division, Kampala district.....	26
4.2.1 The Causes of child labour in Makindye division, Kampala district	27
4.2.1.1 Physical and mental attributes	27
4.2.1.2 Socioeconomic Aspects	27
4.2.1.3 Family Characteristics	28
4.2.1.4 Single Parenthood	28
4.2.1.5 Community Factors	28
4.2.1.6 Political Factors	29
4.3 Objective two: To examine the impact of child labour on education in Makindye division, Kampala district.....	29
4.3.1 The impact of child labour on education in Makindye division, Kampala district	29
4.3.1.1 Increased rate of school dropouts	30
4.3.1.2 Exploitation of children	30
4.3.1.3 Increased rate of illegal activities	30
4.3.1.4 Increased levels of poverty	30
4.4 Objective three: To find the solutions to the causes of child labour in Makindye division Kampala district.....	31
4.4.1 Institutional reforms ensure that there is peace amongst families, communities.	32
4.4.1.1 More sensitization on child labour to political leaders.....	32
4.4.1.2 Political will, enforcement of laws, sustainable awareness on the dangers of child labour	32
4.4.1.3 Preventive measures, community should report any suspicious cases of child labour to the nearest police station.....	32
4.4.1.4 Provision of alternative livelihood to poor families, involvement and retention of children in schools	32
4.4.1.5 Sensitization of the community and informal sector, strengthening laws on child labour, ensures national labour identification to all employers in the country.....	33
4.4.1.6 Strict laws governing child labour, children need to be educated more by their parents and should be responsible as well.....	33
4.4.1.7 Strict laws, the education system should be expanded to include human rights and child rights curricular.....	33

4.4.1.8 The government should engage more in policy development, law reform and.....	33
4.4.2 The government should go ahead and educate the public about the advantages.....	34

CHAPTER FIVE: SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	35
5.0 Introduction.....	35
5.1 Summary of Major Findings from the Study Findings.....	35
5.1.1 Demographic background of the respondents	35
5.1.1.2 Gender of the respondents	35
5.1.1.3 Age of the respondents	35
5.1.1.4 Academic qualifications attained by the respondents.....	36
5.1.1.5 Marital status of the Respondents.....	36
5.1.1.6 Period spent in teaching.....	36
5.1.2 Causes of child labour	36
5.1.2.1 Physical and mental attributes	36
5.1.2.2 Socioeconomic Aspects	36
5.1.2.3 Family Characteristics	37
5.1.2.4 Single Parenthood.....	37
5.1.2.5 Community Factors	37
5.1.2.6 Political Factors	37
5.1.3 Impacts of child labour on education.....	37
5.1.4 Solutions to the causes of child labour	38
5.2 Conclusion from the Research Findings.....	39
5.3 Recommendations from the Study Findings.....	40
5.4 Areas for Further Research.....	44
REFERENCES	45
APPENDIX I: RESEARCH QUESTIONNAIRE ON THE IMPACT OF CHILD LABOUR ON EDUCATION.....	47
APPENDIX II: CHILD LABOUR.....	50

LIST OF TABLES

Table 1: Showing the Response Rate	22
Table 2: Showing Gender of the Respondents	23
Table 3: Showing the age of the respondents	24
Table 4: Showing Academic qualifications respondents.....	24
Table 5: Showing Respondents Marital Status.....	25
Table 6: Showing the Period spent in teaching	26
Table 7: Showing whether Child labour exists in Makindye division, Kampala district	26
Table 8: Showing the causes of Child Labour in Makindye division, Kampala district	27
Table 9: Showing whether Child labour has an impact on education in Makindye division, Kampala district.....	29
Table 10: Showing the impact of child labour on education in Makindye division, Kampala district	30
Table 11: Showing the solutions to the causes of child labour in Makindye division Kampala district.....	31

LIST OF ACRONYMS

CEE/CIS: Eastern European/Commonwealth of Independent States

UPE : Universal Primary Education

CBOS : Community Based Organizations

ILO : International Labour Organization

UNICEF: United Nations High Commission for Refugees

NGOs : Non Governmental Organizations

ABSTRACT

The study centred on the impact of child labour on education in Makindye as a case study, it was guided by three objectives which included, to examine the causes of child labour in Makindye division, Kampala district. To examine the impact of child labour on education in Makindye division, Kampala district. To find the solutions to the causes of child labour in Makindye division Kampala district. Both qualitative and quantitative data techniques of research were used during the study and these included; interviews, questionnaires, photography and observation methods. Interviews were held with selected staff from the selected schools. The information collected was organized according to five chapters in order to make meaningful presentations and discussions, conclusions and recommendations. The study findings revealed that child labour has several causes such as Physical and mental attributes, Socioeconomic Aspects, Family Characteristics, Single Parenthood, Community Factors, and Political Factors. The study further revealed several impacts of child labour on education such as increased school dropouts, exploitation of children and increased levels of poverty among the population. Children involved in child labour are mentally, physically, socially and morally affected. . The study also came up with several solutions to the causes of child labour such as: Encouraging education for children, more sensitization on child labour to political leaders. Institutional reforms ensure that we have peace amongst families, communities should sensitize the people. Preventive measures, community should report any suspicious cases of child labour to the nearest police station. Provision of alternative livelihood to poor families, involvement and retention of children in schools, Sensitization of the community and informal sector, strengthening laws on child labour; ensure national labour identification to all employers in the country. Strict laws, the education system should be expanded to include human rights and child rights curricular. The government should engage more in policy development, law reform and planning/budget discussion at all levels to help reduce on the rate of children working, educate the population on the dangers of child labour. The study concluded that child labour is the modern day slavery and it targets children who have lost their parents and relatives, those out of school, those hardest hit by poverty and those that mainly live in abusive family environments.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The concept of Child labour is not a recent phenomenon. It has existed over the centuries not only in the impoverished areas of developing countries, but also in developed countries until the beginning of the 20th century (Cunningham & Viazzo, 1996; Weiner, 1991). The phenomenon of child labour has evolved over the years and significantly, what occurred in Europe and North America before and during the 19th Century Industrial Revolution when children were employed in large numbers, in industries, commercial undertakings including; street trades and agriculture to an extent, may explain what is happening in developing countries at the turn of the 21st Century.

According to research made by Pallas (1993), family was the central place in which children played, learned, and worked in pre-industrial societies. The family decided whether children were mature enough to be independent and start a new family. To illustrate, in United States pre-industrial periods, many children were engaged in various forms of productive labor, such as domestic work and agricultural work under parental surveillance. Family needed the income from children, and the work was typically supervised by parents or neighbors; thus child labour was not considered a social problem (Pallas, 1993).

Child labour is an old scenario in the Ugandan society but only a few people and institutions have bothered to understand its causes, effects and ramifications. The problem of child labour in Uganda has been majorly attributed to increased household poverty. The increasing number of poor households in recent decades has forced millions of children out of school and into work. Weak national laws and domestic violence are among other factors that were also identified. (UNICEF, 2005).

According to the research made by the International Labour Organization (2003), child labour involves all types of work done by children under 18 years. These works include all economic activities that result in a child being classified as employed in terms of labour force statistics as well as non-economic activities such as unpaid housekeeping in one's own home and caring for children, the elderly, ill and disabled. Using this approach, it is recognized that some engagement in work can be beneficial to a child's development and the child's family

welfare. However, this approach interferes with child's development mentally, morally and psychologically as well as endangers children health and well-being throughout their life. Such Working children are the objects of extreme exploitation in terms of toiling for long hours for minimal pay. Their work conditions are especially severe, often not providing the stimulation for proper physical and mental development (Cunningham & Viazzo, 1996; Zelier, 1985; UNICEF, 2005).

In Uganda, a similar situation has been noted in Tororo district where children engage in cross border trade. Children offer cheap labour and they basically engage in smuggling merchandise and head loading. These activities have had a number of implications not only on the child but also on the society as a whole. Child labour is damaging to the educational, physiological, and psychological development of the child. It has health implications to the child as it increases the child's exposure to health hazards that threaten to subject the child to illness or injury. Commercial sex by children and its harmful effects is one of the pronounced consequences of child labour in cross border trade. Other hazards include exposure of the child to sexual harassment (defilement), torture, harassment and exploitive relations with employers, employees, and clients. Child labour has also potentially harmful implications at both micro and macro levels (Cunningham & Viazzo, 1996; Zelier, 1985; UNICEF, 2005).

The aforementioned situations come contrary to the provisions of the Constitution of the Republic of Uganda (1995) which provides in Article 34 (4) the prohibition of any work that is harmful to children and work that will prohibit their education. The Children's Act Cap 59 prohibits the employment of children in work that may be harmful to their health, education, mental and moral development (Section 8). The Government of Uganda also ratified the Organization of African Union Charter on the Rights and Welfare of the Child (1990). Article 15 (1) of the Charter prohibits child labour every child has to be protected from any form of exploitation and performing any work that is hazardous to them (UNICEF, 2005).

Although Uganda ratified the International Labour Organization Convention 182 on the Worst forms of Child Labour that urges members that have ratified it to take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency (Article 1), the enacted policies, legislation and programmes in a bid to end child labour have registered few successes. While some strategies may have been more operational than the others, the increasing number of children in labour today suggests a more full blown research that looks not only at the underlying causes of child labour based on

the political, social and economic dimensions, but also one that addresses its ethical aspects (Cunningham & Viazzo, 1996; Zelier, 1985; UNICEF, 2005).

Institutionally, the main body responsible for labour and in particular child labour in Uganda is the Department of Labour Employment and Industrial Relations in the Ministry of Gender, Labour and Social Development. This Ministry has worked together with the Ministry of Education and Sports as well as the Ministries of Health, Internal Affairs and Local Government and the Uganda Police Force. The Government of Uganda has also worked cooperatively with numerous NGO's, international organizations and CBO's like the ILO, UNICEF, Invisible Children, Save the Children, ANPPCAN Uganda Chapter and Raising Voices (CEDOVIP) in rehabilitating children and providing alternative means of livelihood through vocational training and counselling.

For instance, Uganda has together with the ILO come up with a program for the elimination of child labour, that is, the ILO-IPEC. The Universal Primary and Secondary Education programmes launched in 1997 and 2007 respectively where the Government of Uganda waived school fees for four children per family (UPE). The universal education programmes increased the number of school going children in the form of increased enrolment of pupils in school. This was purposely intended to reduce the number of children into labour. However, despite the legal, policy and programmatic framework against child labour and the establishment of various institutions in this regard, the problem of child labour has persisted in the urban informal sector in Kampala district (Cunningham & Viazzo, 1996; Zelier, 1985; UNICEF, 2005).

Although the Government of Uganda has taken steps to ensure that the labour legislation, and in particular those provisions relating to child labour have been revised to bring them in line with the current socio-economic conditions of the country and the relevant United Nations and ILO Conventions on child labour, and at the same time formulated and adopted a number of policy initiatives and interventions that impact on child labour including; the National Child Labour policy (2006), The National Employment Policy, and the Poverty Eradication Action Plan, the problem of child labour has persisted and therefore far from over.(International Labour Organization, 2010).

Several attempts by the Government of Uganda to live up to its mandate of protecting the rights of the children as enshrined in the legal, policy and programmatic frameworks, is far from reality. This ineffectiveness and inefficiency on the part of the state has created mistrust and the loss of confidence by the public as a whole; whose cooperation is vital and therefore urgent in reducing child labour, especially that, that is 'invisible'. While the problem of child labour is far from over and cannot be left unchecked, it is against this backdrop that the research was carried out to analyze from an ethical point of view, the relationship between child labour and the urban informal sector in Kampala district, and in order to find a substantive solution by recommendations to the problem of child labour in the country (Fallon and Tzannatos, 1998, p. v).

Such labour is characterized by denial of the right of children to education and other opportunities, children's separation from their families, and poor working conditions that include among others long working hours, poor working environment, heavy work regardless of age and sex; and so on. On the other hand, child work means 'children's participation in various types of light work such as helping parents care for the home and the family or working for a few hours after school or during holidays. In this context, the activities carried out by children do not necessarily deny them their basic rights. More specifically, child work has something to do with making children confident, and contribute to their own wellbeing and that of their families in their respective households. (Fallon and Tzannatos, 1998, p. v).

The new estimates presented in International Labour Organization Report indicate that, 168 million children worldwide are in child labour, accounting for almost 11 percent of the child population as a whole. Children in hazardous work that directly endangers their health, safety and moral development make up more than half of all child laborers, numbering 85 million in absolute terms. The largest absolute number of child laborers is found in Asia and the Pacific region but Sub-Saharan Africa continues to be the region with the highest incidence of child labour with more than one in five children in child labour (ILO, 2013).

Child labour thus is such a pervasive problem throughout the world, especially in developing countries. For instance, Africa and Asia together account for over 90 percent of total child employment. Child labour is especially prevalent in rural areas where the capacity to enforce minimum age requirements for schooling and work is lacking. Children work for a variety of reasons, the most important being poverty and the induced pressure upon them to escape

from this plight. Though children are not well paid, they still serve as major contributors to family income in developing countries. Schooling problems also contribute to child labour, whether it is the inaccessibility of schools or the lack of quality education which spurs parents to enter their children in more profitable pursuit. Traditional factors such as rigid cultural and social roles in certain countries further limit educational attainment and increase child labor (International Labour Organization, 2010).

Child Labour is both a cause and a consequence of poverty according to the international Center on child Labour and education. The situations in contemporary developing countries where child labour is still a serious problem are different from pre-industrial periods in developed nations. Various empirical studies that describe situations in Africa (Canagarajah & Nielsen, 2001; Cockburn, 2001; UNICEF, 2005) and South Asia (Delap, 2001; Toor, 2001), where child labour is most concentrated have argued that poverty is the primary reason why children work. Although it should be noted that poverty is not the sole reason. According to the ILO's official data, an estimated 218 million children were counted as child laborers as of 2004 (Hagemann, Diallo, Etienne, Mehran, 2006). Just as the problems of child labor have been around long enough to attract attention, so has the term child labor. Although following the ILO Convention No.182 of Worst Form of Child Labour, the term child labour is generally interpreted as, all cases in which children are exposed to harm at work whether or not children are less than 14 years old or less (UNICEF, 2005, p. 10).

The essence of child labour, industrialization, and schooling were historically inseparable elements in developed countries in the early 20th century. After industrialization, the central socializing force changed from the household to school and children and adolescents were segregated from adults both socially and physically (Pallas, 1993). It should be recapitulated that child labour in pre-industrial periods was not highly correlated with poverty. Further, the reality that industrialization reassigned children from labour to schooling has led some economists such as Gary Becker (1997) to argue that the process of industrialization or economic growth will lead developing societies into the modern world or that economic growth and modernization will vanquish child labor as well.

Education has been noted to have such a central significance in the fight against child labour in many developing countries since the 1990s. It is the culmination of the adoption of the

Convention on the Rights of the Child (CRC) by the United Nations General Assembly in 1989 and subsequent global conferences on children's rights and education. The Convention provides a global framework for the protection and the development of children. Children has received a new symbolic significance in non-Western countries because overwhelming majority of developing countries have accepted the Western construction of protected, nurtured and formally educated childhood as an orientation or as a normative value through signing the CRC principles (UNICEF, 2005).

According to the research carried out in Kawempe and Central division where most urban informal activities have been carried out, urban centres were meeting points by children all over the country in search for better livelihoods and opportunities and therefore areas of high child labour concentration. Children in the urban informal sector engaged in street trading activities, prostitution (child prostitution), mechanics, washing and watching cars, and restaurant activities. The children dedicated in various activities were exposed to health risks, most were reported to have dropped out of school and others have been involved in the worst forms of child labour, including; child commercial sex that highly exposed them to risks of catching HIV/AIDS and early pregnancies.

1.2 Statement of the Problem

The risk of child labour is highest for children in sub-Saharan Africa, where one child in every five is in child labour. It is estimated that about 1 out of 3 children aged between 5-14 years in Sub-Saharan Africa are employed, compared to Central and Eastern European/Commonwealth of Independent States (CEE/CIS) region where only 1 out of 20 are employed. In absolute numbers, 69 million children in Sub-Saharan Africa, which is 35% of its child population, are engaged in child labour (ILO, 2006). This statistic makes Sub Saharan Africa including Uganda the most dominant place with prevalent practice in child labour. In Uganda today, children continue to be employed at a 'slave wage' in small-scale mining, factories, plantations and in households. Since independence in 1962, Uganda has put in place both national and sectoral policies to promote the welfare, enhance education opportunities, and protect the rights of children. Despite these regulations and policies against child, the problem of child labour is in increase in Uganda. From activities carried out by the Government, with support from ILO's International Programme on the Elimination of Child Labour (IPEC) which has been operating on Uganda since 1995, there are ample evidences that indicated that child labour and in particular of hazardous and exploitative

nature become rampant (ibid). Therefore, it is in this context that there was a need to go in depth in exploring child labour and Education with a case study of Makindye division Kampala district.

1.3 General Objective

The general objective of the study was to examine the impact of child labour on education in Makindye division, Kampala district.

1.3.1 Specific Objectives

- i. To examine the causes of child labour in Makindye division, Kampala district.
- ii. To examine the impact of child labour on education in Makindye division, Kampala district.
- iii. To find the solutions to the causes of child labour in Makindye division Kampala district.

1.4 Research Questions

- i. What are the causes of child labour in Makindye division, Kampala district?
- ii. What impacts does child labour have on education in Makindye division, Kampala district?
- iii. What are the solutions to the causes of child labour in Makindye division Kampala district?

1.5 Scope of the Study

1.5.1 Geographical scope.

The study was conducted around the various staffs from different selected schools around Makindye Division, Kampala district.

1.5.2 Content scope

The study aimed at examining the causes of child labour in Makindye division. It also aimed examining the impact of child labour on education as well as finding the solutions to the causes of child labour in Makindye division Kampala district.

1.5.3 Time Scope

The study was carried out for a period of five months from January to June 2015. The researcher selected this period because it covers the first term of the schools calendar and therefore the researcher was able to assess and analyze the enrollment of street children in schools.

1.6 Significance of the Study

The research will help the administrators in Makindye division to identify and design new mechanisms so as to reduce on child labour in the division.

This research will help the ministry of labour to come up with informed decisions on policy formulations and in the building of the institutions aimed at reducing child labour.

It will guide community based organizations and other nongovernmental organizations to come up with mechanisms aimed at reducing child labour in Makindye division.

The research will help other researchers to obtain more information on the available literature for further studies.

1.7 Conceptual Framework

Independent variables

Child labour

Forced or bonded child labour
Domestic child servants
Self employed children
Child Workers in Garages as Young Mechanics

Dependent variables

Education

Enabling children to stay in school
Protect and promote children's rights
Improving quality of life, provision of improved livelihood
Coordinating stakeholders against child labour, National Child Labour Policy should be implemented.

Intervening Variables

Establishment of Government policies and programs to improve education
International laws against child labour

Child labour as one of the problems facing developing countries is caused by several forms such as Forced or bonded child labour, domestic child servants, self employed children and Child Workers in Garages as Young Mechanics. The presence of education can work very well in enabling children to stay in school, Protecting and promoting children's rights Improving quality of life, provision of improved livelihood and Coordinating stakeholders against child labour, National Child Labour Policy should be implemented. This can work very well after the Establishment of Government policies and programs to improve education and International laws against child labour.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study.

2.1 Scholarly Opinions and ideas on related literature

Nashaw (1986) explains that in 1920 more than two-thirds of working children ages 10 - 14 were in agricultural labor in the U.S. Regardless of the type of work, the economic contribution from children had a great impact; e.g. in 1920, sons and daughters contributed 83% and 95%, respectively, of their income to the family economy (Cunningham & Viazzo, 1996, p. 15). An example can be drawn from Great Britain. During the early stages of industrialization, an increasing number of children were hired at factories, and their household economic contributions were great. However, with the coming of the 20th century, the percentage of child factory labour decreased while the percentage of children in school increased (Cunningham & Viazzo, 1996).

Patrinos and Psacharopoulos (1995) show that factors predicting an increase in child labour also predict reduced school attendance and an increased chance of grade repetition. The authors estimate this relationship directly and show that child work is a significant predictor of age-grade distortion (see Patrinos and Psacharopoulos, 1997). Akabayashi and Psacharopoulos (1999) show that, in addition to school attainment, children's reading competence decreases with child labour hours. Finally Heady (2003) uses direct measures of reading and mathematics ability and finds a negative relationship between child labour and educational attainment in Ghana.

Psacharopoulos (1997) used household survey data from Bolivia and Venezuela to show that working children contribute substantially to household incomes, but the educational attainment of children who work is 2 years less than that of non-working children. However in contrast to this result, Patrinos and Psacharopoulos (1997) did similar research using Peruvian data which revealed that child labour was not detrimental to schooling and left the authors wondering if in some cases "working actually makes it possible for the children to go to school". It can be assumed here that this result only holds for part-time work, which is

funding the cost of the education. Hence this evidence suggests that a small amount of child labour can be a complement to schooling. This is especially likely to be true in rural areas and the urban informal sector where work hours are not rigid, so can be conducted outside of the school timetable.

2.1.1 The concept of child Labour

The concept of Child labour refers to the employment of children in any work that deprives children of their childhood interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful. This practice is considered exploitative by many international organizations. Legislations across the world prohibit child labour. These laws do not consider all work by children as child labour; exceptions include work by child artists, supervised training, certain categories of work such as those by Amish children, some forms of child work common among indigenous American children, and others (Horrell & Humpheries, 1995).

Child labour was employed to varying extents through most of history. Before 1940, numerous children aged 5–14 worked in Europe, the United States and various colonies of European powers. These children worked in agriculture, home-based assembly operations, factories, and mining and in services such as newsies. Some worked night shifts lasting 12 hours. With the rise of household income, availability of schools and passage of child labour laws, the incidence rates of child labour fell (Horrell & Humpheries, 1995)

In developing countries, with high poverty and poor schooling opportunities, child labour is still prevalent. In 2010, sub-Saharan Africa had the highest incidence rates of child labour; with several African nations witnessing over 50 percent of children aged 5–14 working. Worldwide agriculture is the largest employer of child labour (Horrell & Humpheries, 1995). Vast majority of child labour is found in rural settings and informal urban economy; children are predominantly employed by their parents, rather than factories. Poverty and lack of schools are considered as the primary cause of child labour.

To them child work covers tasks and activities that are undertaken by children to assist their parents. In particular, such jobs as cooking, washing dishes, weeding, planting, harvesting crops, fetching water and firewood, herding cattle, and babysitting. In this case child work simply aims at tasks and activities which are geared towards the socialization process. Child

work is therefore taken and viewed as part of the upbringing process. However, the meaning of child labour would appear to deviate from that of child work. According to ILO Convention, child labour is as stipulated hereunder: Children prematurely leading adult lives, normally working long hours for low wages under conditions damaging to their health and to their physical and mental development, sometimes separated from their families, frequently deprived of meaningful educational training opportunities that could open up for them a better future.

2.1.2 The Evolution of Child Labour as a Human Right Issue

The first international recognition of child labour as a human right issue was put forth in 1924. The Declaration of Geneva on the Right of the Child adopted by Council of the League of Nations Assembly, Paragraph IV of the declaration states that “the child must be put in a position to earn a livelihood and must be protected against every form of the exploitation” (Greene and Bayer, 2009).

This precedent was followed by the 1966 International Convention on Economic, Social and Cultural Rights (ICESCR) and Convention No. 138 (C 138) concerning Minimum Age for Admission to Employment adopted by the International Labour Organization (ILO) in 1973 (ibid). Article 10 (3) of the ICESCR declares that Children and young person’s should be protected from economic and social exploitation. Their employment in work harmful to their morals or health or dangerous to life or likely to hamper their normal development should be punishable by law. States should also set age limits below which the paid employment of child labour should be prohibited and punished by law. The elimination of child labour has always been central to the aims of the International Labour Organization. In fact the first international standard to regulate child labour was adopted in 1919. From this time onwards, ten child labour standards have been adopted and a Minimum Age Convention (No. 138) was drawn up in 1973. In 1999 the ILO adopted Convention No. 182 on the worst forms of child labour (ILO, 2014).

Established in 1992, the International Programme on the Elimination of Child Labour (IPEC) is the ILO’s biggest technical cooperation programme. IPEC works towards the elimination of child labour, taking action throughout the world to improve the situation of child laborers’ every day. Thanks to IPEC’s efforts, hundreds of thousands of children have been taken out of work and given better opportunities or have been prevented from having to work.

2.1.3 Theories of Child Labour

2.1.3.1 Child Labour as a Contribution to the Family

According to Boyden *et al* (1998) most children in developing countries work because they want to support their families. Studies done by Save the Children of Sweden have shown that most children start to work on command or at least by a request from their family. In many cases children work simply for the reason that they are told to, some voluntary and some against their will. Most children work because the family need help both with contributing to the family income and help with unpaid household work.

As children often value themselves as a part of the family unit, most children say that it is plausible to contribute to the household, especially when the family survival depends upon it. Many children also get a good feeling when they can help their families economically; a fact received from an Ethiopian study, where the children answered that the feeling to be able to contribute to their families' monetary situation was the thing they liked most with work.

A survey among street children in Brazil shows that the children lived in the streets because they wanted to help their mothers. The largest part of their earnings was given to their family weekly. The fear of losing support from the family and being left alone is another common factor behind child labour.

2.1.3.2 Time Allocation Theory

Time allocation theory as propounded by Becker (1976) observes that time has a cost, and this cost is examined in the same ground as the cost of market goods. Households are considered as producers as well as consumers. They produce income and that means they have earnings by working or by other ways and this income is available for consumption. In order to have a balance between production and consumption of earnings and other income, a specific allocation of time is needed. The more the time, that is working time a child devotes for increasing his or her daily earnings, the less the time he/she spends on what is called quality commodities including leisure or education. In that sense child labour activities can be part of the consumption time of children.

2.1.3.3 Child Labour as a Result of Poverty

According to Boyden *et al* (1998) Child labour as a result of poverty is one of the most common theories about the causes behind underage work. The majority of studies in

developing countries show that poor families put their children in child labour more often than families in a better economic situation.

Increase of the household income is one reason but it is also a safety strategy to even out the risk of losing economic income, for example with the loss of an adult income earner or a failed harvest. According to ILO, child labour commonly may represent around 20 per cent of the household income, and as poor families spend the majority of its income on food, consequently the children's incomes are crucial. In many households not all income is equally allocated to meet basic needs. Income earned by the mother of the household is more likely to be available for the family than income earned by the father. Children's earnings given to mothers may therefore be more important for the family than the earnings gained by the father. It is common that children think about such factors, they are fully aware of their work as an important part to support their family.

Economic dependence of households on the work contributed by their children varies extremely, ranging from almost none in industrializing countries to nearly total dependence in families with an absent or disabled adult – common in many African countries being desolated by HIV/AIDS. Boyden *et al* (1998) indicate that the fundamental importance of child labour as a result of poverty is so widely accepted and well demonstrated that there is no need to question the theory.

2.1.3.4 Micro-economic Theory

The core subject of this theory is that, the parental resources such as money, time, and attention have to be distributed or divided among household members, particularly children, and that the presence of children in the household tends to lead to greater resource dilution. Its application in this study can be explained in terms of social outcomes such as years of education attained, school enrollment, and school performance (Blake, 1989).

2.2 Causes of Child Labour

Poverty is undoubtedly a dominant factor in the use of child labour; families on or below the poverty line force their children into work to supplement their household's meager income. Eradicating poverty, however, is only the first step on the road to eliminating child labour (ECLT, 2013). Poverty necessitates the entrance of children into the world of work as a survival strategy for themselves and their families.

Children in Africa are unable to attend school because their families/households cannot afford to pay for their education (Admassie, 2002). The long distance of schools or no access to school at all also contributes to child labour. Schools in many developing areas suffer from problems such as overcrowding, inadequate sanitation and apathetic teachers. As a result, parents may find no use in sending their children to school when they could be at home learning a skill (for example, agriculture) and supplementing the family income. Because parents have so much control over their children, their perception of the value of school is a main determinant of child attendance (Filmer, 2004).

Johansson (2009) observed that the problem of child labour is massive due mainly to widespread poverty but also due the social context and its traditions, insufficient funding, school policies and inadequate implementing of important regulations as the Convention on the Rights of the Child.

Malcolm *et al* (2003) argued that primary school staffs believe that poor attendees become frustrated, bad tempered, undisciplined and insecure. After losing the 'security of a routine', their performances drop out and with it, their confidence and self-esteem.

According to ECLT (2013), there are many other factors that conspire to drive children into employment, none of which is unique to any one country or any one family's circumstances. Once we understand the reasons for child labour, we can begin to address the problems associated with child labour as follows: Cuts in social spending - particularly education and the health services have a direct impact on poverty. With little or no access to schooling, children are forced into employment at an early age in order to survive.

Child labour may not even be recognized when children work as part of the family unit. This is particularly common in agriculture, where an entire family may have to work to meet a particular quota or target and cannot afford to employ outside help. The prevalence of AIDS throughout many developing countries has resulted in an enormous number of orphans who are forced to become their own breadwinners. Children may also be sent into hazardous jobs in favor of parents, who can less afford the time or money to become ill or injured.

2.3 Effects of Child Labour on Education

The negative aspects of child labour were first spotlighted during industrialization in Great Britain when cheap child laborers in exploitative factory working conditions became apparent, and it is during this period when the term child labour was first coined (Cunningham & Viazzo, 1996; Zelier, 1985). With the introduction of high speed machinery, working children were replaced by mature adult laborers. Moreover, formal schooling and certification gradually began to be required to obtain qualified positions for more technical work (Horrell & Humpheries, 1995). Exploitative working conditions also resorted to people. As a result, throughout the industrialization periods in many developed countries the idea that children should remain in school longer was fostered in order to secure adult working positions and to save them from exploitative working environments (Cunningham & Viazzo, 1996).

Ray & Lancaster (2003) investigated the effect of work on the school attendance and performance of children in the 12-14 year age group in seven countries, particularly in terms of the relationship between hours of work and school attendance and performance. They concluded that hours spent at work had a negative impact on education variables, with the marginal impact weakening at the higher levels of work hours. Such Work interferes with schooling because it requires too much of children's time.

Through their innovative efforts, it has been found that basic education may prove to be the most efficient way to transform the living conditions of child laborers. Different studies also support the general proposition that basic education may work as the most effective tool in reducing child labour in developing countries (Anker & Melkas 1996,). Simultaneously with the adoption of the CRC in 1989 and the World Conference on Education for All (WCEFA) 1990, there has been an evolving global consensus that basic education will prove to become the prime tool for achieving development goals of economically challenged countries. Dakar Framework for Action (DFA) and Millennium Development Goals (MDG) provided a boost for basic education by setting targets of Education for All (EFA) by 2015 and closing the gender gap in primary education 2005.

The tremendous efforts on the part of governments in the Southern countries to expand Universal Primary Education (UPE) since 1990s has resulted in substantial progress in enrolment of children in school. Yet, millions of children in developing countries are not in

school and those who enroll, tend to drop out before completing their primary education for filling the basic needs of poor households. Despite the rhetoric concerning the role of schools in achieving an economic development, Nation-building and reforming society, public schools in many developing countries have not been inclusive enough to enroll and sustain underprivileged children. Non-enrolment and drop out of children from school is often blamed on the public school's low quality of education. Here are different perspectives on the capacity of public schools in many developing countries to deliver universal access and quality of primary education (Farrell 1982, 50; King & Singh 1991, Aggarwal 2004).

Education is part of the cycle of deprivation facing child laborers. Excessive involvement in the world of work traps millions of children into a cycle of poverty, vulnerability and diminished opportunity (Brown, 2011). Research carried out by the Rome-based Centre for Understanding Child Work (UCW) has highlighted the damaging interaction between child labour and education. UCW estimates that around one-quarter of the world's out-of-school primary age population 15 million in total is involved in child labour. In sub-Saharan Africa, the region with the largest out-of-school population, 10 million children are working (Brown, 2011).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methods the researcher used to collect data. It focused on the Research design, organization of the study, data collection, and data collection procedures and data analysis.

3.1 Research Design

This research adopted a descriptive case study design. The descriptive case study design described the variables that were used in the study.

3.2 Area and population target

3.2.1 Study area

The study was carried out around Makindye Division and data was collected from the various schools in the division, Kampala district.

3.2.2 Study population

The study was conducted among the various staffs from different selected schools around Makindye Division, Kampala district.

3.3 Sample size and selection

The study analyzed a sample of 45 teachers who represented the whole study population around Makindye division.

3.3.1 Sample Size

The study selected employees from selected schools around Makindye division who responded to the questionnaires.

3.4. Sampling Procedure

In this study a sample size of 45 respondents was selected from the survey population. There are a variety of sampling methods in use however, in this study the researcher focused on a few of which include;

3.4.1 Simple random sampling

The researcher randomly selected the teachers from the selected schools around Makindye division.

3.4.2 Purposive sampling

The researcher deliberately selected the teachers that have directly handled issues from children.

3.5 Data collection sources, Methods and Instruments.

3.5.1. Sources of Data

The researcher used mainly two sources of getting data that is primary and secondary source.

3.5.1.1 Primary data

Primary data was collected through direct interviews with teacher's as well as responses from the self administered questionnaires.

3.5.1.2 Secondary Data

The researcher used secondary data that will be got from research work of other researchers, published books, magazines, newspapers, operating reports, Journals existing within the organization and other written materials. It was on this existing data that the researcher also builds his findings.

3.5.2 Data collection methods and Instruments

3.5.2.1 Interview Guide

Face to face questions were administered to the staff members without requiring them to note down answers. It was the researcher that wrote down where it was necessary. The interview schedule consisted of both open and closed ended questions.

3.5.2.2 Questionnaires

Sets of well selected questions based on the purpose and study objectives were designed and distributed to the respondents. They comprised of both closed and open ended questions that were answered by the respondents.

3.5.2.3 Documentary Analysis

The researcher through already done studies sought secondary data from various studies, research reports, journals among others in relation to the study objectives. This data was helpful in illustrating ways of designing interview schedules, questionnaires and observation checklist. Such information was relevant for filling the loopholes that were present in the primary data.

3.6 Data Processing and Analysis

3.6.1 Data processing

The researcher edited and checked the collected data for any errors, and omissions. The researcher also identified other questions that had not been answered in the field and also made follow ups so as to update them. Data also coded and classified accordingly so as to enable the researcher come up with frequencies and percentages to obtain valid and reliable information.

3.6.2 Data analysis

After processing, data was analyzed using frequency distribution tables and percentages. This helped the researcher to draw conclusions in relation to the study variables.

3.7 Validity and reliability

3.7.1 Validity

All questions in the questionnaire were formulated to provide a logical link with the objectives and this covered a full range of issues that were measured to ensure relevance for purposes of validity of the questionnaire.

3.7.2 Reliability

The Questionnaires were pre-tested in the field and sample results were analyzed to ascertain whether they would elicit the needed data and they were also reviewed by the researcher's supervisors to ensure reliability before being applied in the study.

3.8 Limitations of the study

The researcher faced the following challenges:

Recording, analyzing and findings related to the study might not easy. This was due to poor hand writing by some respondents which might delay the completion of the study. The researcher however dedicated enough time to editing the findings.

Some respondents might were not in position to freely respond to the questions which were asked by the researcher due to a lot fear. The researcher however employed different techniques of asking questions in order to get what is needed of the respondents.

Some data pertaining to the topic of study was not easily avail to the researcher. This was due to the bureaucratic tendencies, rules and regulations adopted by the top leadership at the organization as some of the measures taken to keep secrets of the organization.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.0 Introduction

This chapter presents the research findings which the study found out regarding the impact of child labour on education in Makindye division - Kampala district. The presentation of these findings is divided into the following sub-sections based on the following research objectives: To examine the causes of child labour in Makindye division, Kampala district. To examine the impact of child labour on education in Makindye division, Kampala district, to find the solutions to the causes of child labour in Makindye division Kampala district.

4.1 Response Rate

The study targeted a sample size of 60 respondents. These included 30 teachers, 20 Head teachers and 10 School Administrators. Out of the 60 targeted respondents only 45 responded as shown in the table below.

Table 1: Showing the Response Rate

Category	Sample		Usable Returned Questionnaires/Interviewees	
	Number	Percentage	Number	Percentage
Teachers	30	50%	26	43%
Head teachers	20	33%	14	23%
School administrators	10	17%	5	8%
Total	60	100%	45	74%

Source: Field data, 2015

4.1.1 Findings on demographic background of respondents

The study aimed at finding out the demographic background in order to compare their bio data's relationship with compiled regarding the impact of child labour on education in Makindye division. The respondent's bio data focused on finding out the respondent's

gender, age, class of employment and academic qualifications as presented and analyzed here under.

4.1.2 Gender of the respondents

Both male and female respondents participated in the study and the study findings about the respondent's gender indicate that majority were female implying that most schools in Makindye division employ female staff members and general members as presented on Table 2.

Table 2: Showing Gender of the Respondents

Gender	Frequency	Percentage
Female	25	56%
Male	20	44%
Total	45	100

Source: Field data, 2015

As indicated in Table 3 and figure 1, above, shows that majority, 756(25) of the respondents were Female and Men were the minority as represented by 44% (20). There is one major finding about the respondent's gender. Majority of the employees of the in schools around in Makindye division are women and the minority are men.

By implication the schools are equal opportunity employers and are gender sensitive. This current study finding refutes Katzenbach and Smith (1994) study finding that jobs are male dominated and women tend to occupy the subordinate positions. Therefore, basing on this current study finding, the researcher concludes that currently jobs are female dominated.

4.1.3 Age of the respondents

The respondent's age was categorized as less than 25 years, 26-33 years, 34-41 years, 42-49 years, 50-57 years and 58+ years. Majority of the respondents fell in age bracket of 34-41 years implying that schools around Makindye division have employees and members who are still in a youthful age and therefore still young, energetic and active to carry out productive work and this can enhance the company's success. The study findings about the respondent's age are as presented in Table 3 below.

Table 3: Showing the age of the respondents

Response	Frequency	Percentage (%)
Less than 25 years	0	0
26-33 years	15	34%
34-41 years	12	26%
42-49 years	10	22%
50-57 years	5	11%
58 years and above	3	7%
Total	45	100

Source: Field data, 2015

From the findings in the table 3 and figure 2 above, the results revealed that 34% of the respondents were in the age bracket of 26-33 years, 26% were between 34-41 years, 22% were between 42-49 years, 11% were between 50-57 years and also 7% were above 58 years. The major finding here is that majority of the respondents fell in the age bracket of 26-33 as represented by 34%. Staff members in this age bracket are so active and strong to deliver to their expectations and enable the schools archive their performance targets.

4.1.4 Academic qualifications attained by the respondents

The researcher sought to establish the education levels attained by the respondents to determine their ability to understand the impact of child labour on education in Makindye division - Kampala district practices and their responses can be illustrated in table below.

Table 4: Showing Academic qualifications respondents

Response	Frequency	Percentage (%)
Above degree	05	11%
Degree level	20	45%
Diploma level	10	22%
Below diploma level	10	22%
Total	45	100

Source: Field data, 2015

From the findings in the table 4 above, it was revealed that majority had attained degree level represented by 45%, 05% attained above degree level , 22% attained diploma level , and 22% attained below the diploma level of education. This implied that majority of the respondents know and understand the questionnaires and can also easily understand the impact of child labour on education in Makindye division - Kampala district.

4.1.5 Marital status of the Respondents

Though majority of the respondents who participated in the study were married, also those who were still single and cohabiting also participated in the study as presented as in Table 5

Table 5: Showing Respondents Marital Status

Marital status	Frequency	Percentage
Single	15	33%
Cohabiting	05	11%
Married	25	56%
Total	45	100

Source: Field data, 2015

Table 4 above uncovers that out of the 45 respondents who participated in the study, 25 (56%) were married, 15(33%) were single and 11 (28%) were cohabiting.

The major finding here is that majority of the respondents were married and by implication they are supposed to be more responsible and reliable on their behavior of efficient working and performance of schools. Married people are many just because they have very many targets for working such; as accumulating school fees, boosting their businesses among others. Relevant for this study, married people provided reliable and true information about the impact of child labour on education in Makindye division - Kampala district.

4.1.6 Period spent in teaching

The researcher further thought to establish the period spent by the respondents in teaching and the responses were illustrated as below:

Table 6: Showing the Period spent in teaching

Response	Frequency	Percentage (%)
Over 5 years	26	58%
3-5	10	22%
1-3	8	18%
Less than one year	1	2%
Total	45	100

Source: Field data, 2015

From table 5 above, 58% of the respondents had spent over 5 years, 25% had spent 3-5 years, 18% had spent 1-3 and 2% also had spent less than one year in teaching. This implies that majority of the respondents surely understood issues related to children due to being employed for such a bigger period of employment of over 5 years.

4.2. The first objective: To examine the causes of Child labour in Makindye division, Kampala district.

Further, the respondents were requested to rate their degree of agreement about whether child labour exists in Makindye division, Kampala district and it was established as shown on Table below where; F=Frequency, %=Percentage.

Table 7: Showing whether Child labour exists in Makindye division, Kampala district

Response	Frequency	Percentage (%)
Strongly agree	36	80%
Agree	6	13%
Not sure	3	7%
Disagree	00	0%
Strongly disagree	00	0%
Total	45	100

Source: Field data, 2015

Findings in the table 7 above 80% of the respondents strongly agreed that child labour exists in Makindye division, 13% agreed and none of the respondents disagreed.

4.2.1 The Causes of child labour in Makindye division, Kampala district

Respondents were further requested to identify the possible causes of child labour in the division and the following were the responses:

Table 8: Showing the causes of Child Labour in Makindye division, Kampala district

Response	Frequency	Percentage (%)
Physical and mental attributes of children	07	16%
Socioeconomic Aspects	10	22%
Social-cultural Aspects	08	18%
Family Characteristics	05	11%
Single Parenthood	05	11%
Community factors	06	13%
Political factors	04	9%
Total	45	100

Source: Field data, 2015

From the study findings several causes of child labour were suggested by the study findings and they are classified as follows

4.2.1.1 Physical and mental attributes

According to the study findings it was revealed that physical and mental attributes are one of the major causes of child labour as stated by 16% of the respondents. Physical disabilities have long been associated with child abuse and neglect as these children are often victims of discrimination, sexual exploitation and social exclusion. More often than seldom, the abused or the victims of abuse do not report such cases to the authority for fear of reprisal by the abuser who may be a parent and due to ignorance.

4.2.1.2 Socioeconomic Aspects

The study findings further revealed that one of the greater causes of child labour are social economic aspects as stated by 22% of the respondents. There is a change in status which has brought about strains in family life and decreased the value of children, resulting into more frequent occurrences of child abuse and neglect. Today, more than ever before, the socio-economic problems are impinging on the parents and are making them lose child rearing self-

confidence as they can hardly sustain the family. The role of bread winners has shifted from men to wives and children hence a call for working to survive.

4.2.1.3 Family Characteristics

The study findings further revealed that family characteristics if central also in causing child labour as stated by 11% of the respondents. Indeed Family characteristics have played a crucial role in the employment of children based on the type of family (polygamous and monogamous), family size and the employment of parents. The study observed that children who came from poor households and their parents were unemployed engaged more in labour activities to supplement meagre family incomes. Household poverty is one of the underlying causes of child labour that affects school enrolment as many cannot afford school fees and scholastic materials.

4.2.1.4 Single Parenthood

The study findings revealed that single parenthood is also very fundamental in pushing young children for work as established by 11% of the respondents. The study established that children who reported their parents as no longer staying together or those who had lost one of their parents and in most cases drained in poverty engaged in work. The increasing number of orphans and children raised by single parents undoubtedly necessitated the employment of children.

4.2.1.5 Community Factors

The study findings also established that community factors are some of the reasons for the increasing levels of child labour in Kampala as revealed by 13% of the respondents. Indeed The rampant slum developments, which are a manifestation of poor socio-economic conditions and overcrowding, represent a bigger challenge to the life of a child than the society itself. Households in informal settlements lack the basics of life like good nutrition, health care and utmost education. Slums have been indicated as sprouting places for juvenile delinquents especially the boys and represent a high breeding place of children in the worst forms of child labour to include; child prostitution and pornography, drug trafficking and child crime.

4.2.1.6 Political Factors

It was established by 9% of the respondents that political factors have also facilitated the rate of child labour in Makindye division Kampala district. Political factors refer to conditions that cause civil and national strife and unrest. Children migrate to bigger cities in search for help. These children sometimes go accompanied by their parents and some unaccompanied especially orphans. War zones serve as catchment areas for vulnerable children who end up on the streets and involve themselves in child labour for survival.

4.3 Objective two: To examine the impact of child labour on education in Makindye division, Kampala district.

Respondents were further requested to examine the impact of child labour on education in Makindye division; Kampala district and the response were as follows:

Table 9: Showing whether Child labour has an impact on education in Makindye division, Kampala district

Response	Frequency	Percentage (%)
Strongly agree	36	80%
Agree	6	13%
Not sure	3	7%
Disagree	00	0%
Strongly disagree	00	0%
Total	45	100

Source: Field data, 2015

Findings in the table above indicate that 80% of the respondents strongly agreed that child labour has an impact on education, 13% agreed and 7% were not sure. This therefore implies that child labour has such a greater impact on education.

4.3.1 The impact of child labour on education in Makindye division, Kampala district

The researcher further requested the respondents to identify some of the impacts of child labour on education. The following were the responses.

Table 10: Showing the impact of child labour on education in Makindye division, Kampala district

Response	Frequency	Percentage (%)
Increased late of school dropouts	25	56%
Exploitation of children	10	22%
Increased rate of illegal activities	08	18%
Increased levels of poverty	02	4%
Total	45	100

Source: Field data, 2015

The study findings in the table above revealed several effects of child labour and the study findings are discussed as follows:

4.3.1.1 Increased rate of school dropouts

From the study findings majority of the respondents 56% revealed that child labour account for the increased rate of school dropouts. Indeed one of the damaging and most wide spread risks that children face when they work prematurely is the denial of education. Such children directly end up dropping out of schools.

4.3.1.2 Exploitation of children

The study findings further revealed that child labour leads to direct exploitation of children as stated by 22% of the respondents. Children involved in child labour are mentally, physically, socially and morally affected. They are subjected to torture like verbal abuse, uncaring attitudes, they are beaten at work, made to carry heavy physical work they are sexually assaulted and at worst, they are robbed of their earnings either by the employers or those they fend for.

4.3.1.3 Increased rate of illegal activities

Indeed it was further revealed that child labour is associated with the increased rate of illegal activities by children in Makindye division as revealed by 18% of the respondents that agreed. Such children are usually associated with such high rates of crime rates such as robbery, rape and so many other cases.

4.3.1.4 Increased levels of poverty

Since children end up dropping out of school at such a tender age, it leads to such increased levels of poverty as revealed by 4% of the respondents. Indeed early child labour denies children their fundamental right of education and in the end kills their chances of prosperity.

4.4 Objective three: To find the solutions to the causes of child labour in Makindye division Kampala district.

Respondents were further requested to identify the possible solutions to the causes of child labour in the division and the following were the responses:

Table 11: Showing the solutions to the causes of child labour in Makindye division Kampala district.

According to the research, respondents suggested various recommendations to address the problem of child labour in Makindye division. For instance, it was suggested that the efforts to encourage children to attend school should be uplifted. Details about the solutions forwarded with regard to reducing child labour in the division are listed down in Table 11 below.

Response	Frequency	Percentage
Institutional reforms ensure that we have peace amongst families, communities should sensitize the people.	05	11%
More sensitization on child labour to political leaders.	06	13%
Political will, enforcement of laws, sustainable awareness on the dangers of child labour	08	18%
Preventive measures, community should report any suspicious cases of child labour to the nearest police station.	06	13%
Provision of alternative livelihood to poor families, involvement and retention of children in schools.	04	9%
Sensitization of the community and informal sector, strengthening laws on child labour, ensure national labour identification to all employers in the country.	03	7%
Strict laws governing child labour, children need to be educated more by their parents and should be responsible as well.	04	9%
Strict laws, the education system should be expanded to include human rights and child rights curricular.	03	7%
The government should engage more in policy development, law reform and planning/budget discussion at all levels to help reduce on the rate of children working, educate the population on the dangers of child labour.	04	9%
The government should go ahead and educate the public about the advantages of UPE and USE programmes so as to keep children at school, and schools should teach rights to children.	02	4%
Total	45	100.0

Source: Field data, 2015

The study findings revealed several solutions to the causes of child labour in Makindye division Kampala district. The solutions are discussed as follows:

4.4.1 Institutional reforms ensure that there is peace amongst families, communities.

According to the study findings 11% of the respondents stated that there should be Institutional reforms ensure that there is peace amongst families, communities. Such reforms will effectively work towards reducing domestic violence which will create stable families. This will in turn reduce on the rate of child labour

4.4.1.1 More sensitization on child labour to political leaders

The study findings further revealed that there should be more sensitization on child labour to political leaders as stated by 13% of the respondents. This will create the political commitment to ensure that child labour is mainstreamed into broader development plans and programmes.

4.4.1.2 Political will, enforcement of laws, sustainable awareness on the dangers of child labour

It was further revealed from the study findings that there should be the political will, enforcement of laws, and sustainable awareness on the dangers of child labour as stated by 18% of the respondents. Such sustainable awareness and enforcement of laws will work very well in reducing the rate of child labour.

4.4.1.3 Preventive measures, community should report any suspicious cases of child labour to the nearest police station.

The study findings further revealed that there should be Preventive measures; were communities should report any suspicious cases of child labour to the nearest police station as stated by 13% of the respondents. Such preventive measure will empower the communities to report all cases of child labour to police stations.

4.4.1.4 Provision of alternative livelihood to poor families, involvement and retention of children in schools

It was further revealed that there should be Provision of alternative livelihood to poor families, involvement and retention of children in schools as stated by 9% of the respondents. Indeed the government should strengthen its programs that aim at fighting poverty so as to empower poor families to send their children to school.

4.4.1.5 Sensitization of the community and informal sector, strengthening laws on child labour, ensures national labour identification to all employers in the country.

The study findings further revealed that there should be more Sensitization of the community and informal sector, strengthening laws on child labour, ensures national labour identification to all employers in the country as stated by 7% of the respondents that agreed. Such mechanisms will work very well in reducing and curbing the vice of child labour.

4.4.1.6 Strict laws governing child labour, children need to be educated more by their parents and should be responsible as well.

The study findings further revealed that there should be strict laws governing child labour, children need to be educated more by their parents and should be responsible as well as stated by 9% of the respondents. Such strict laws will force parents to provide for their children.

4.4.1.7 Strict laws, the education system should be expanded to include human rights and child rights curricular.

The study further findings further revealed that strict laws, the education system should be expanded to include human rights and child rights curricular as stated by 7% of the respondents. Such human rights and child rights will help in forcing parents to fend for their children.

4.4.1.8 The government should engage more in policy development, law reform and planning/budget discussion at all levels to help reduce on the rate of children working, educate the population on the dangers of child labour.

The study findings further revealed that the government should engage more in policy development, law reform and planning/budget discussion at all levels to help reduce on the rate of children working, educate the population on the dangers of child labour as stated by 9% of the respondents. Policy development will guide the country on how to reduce on the rate of child labour

4.4.2 The government should go ahead and educate the public about the advantages of UPE and USE programmes so as to keep children at school, and schools should teach rights to children.

The government should go ahead and educate the public about the advantages of UPE and USE programmes so as to keep children at school, and schools should teach rights to children as revealed by 4% of the respondents. The government should go ahead and educate the public about the advantages of UPE and USE programmes so as to keep children at school, and schools should teach rights to children.

CHAPTER FIVE
SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.0 Introduction

The chapter gives concise summary of major findings of the study, conclusion recommendations and suggestions. These were based on the researcher's findings while others were drawn from the past studies.

5.1 Summary of Major Findings from the Study Findings

The study aimed at examining at examining the impact of child labour on education in Makindye division, Kampala district. The study considered respondents from the various selected schools around Makindye division, Kampala district.

5.1.1 Demographic background of the respondents

The study aimed at finding out the demographic background in order to compare their bio data's relationship with compiled regarding the impact of child labour on education in Makindye division. The respondent's bio data focused on finding out the respondent's gender, age, class of employment and academic qualifications as presented and analyzed here under.

5.1.1.2 Gender of the respondents

Both male and female respondents participated in the study and the study findings about the respondent's gender indicate that majority were female implying that most schools in Makindye division employ female staff members and general members.

5.1.1.3 Age of the respondents

Majority of the respondents fell in age bracket of 34-41 years implying that schools around Makindye division have employees and members who are still in a youthful age and therefore still young, energetic and active to carry out productive work and this can enhance the company's success.

5.1.1.4 Academic qualifications attained by the respondents

it was revealed that majority had attained degree level represented by 45%, this implied that majority of the respondents know and understand the questionnaires and can also easily understand the impact of child labour on education in Makindye division - Kampala district.

5.1.1.5 Marital status of the Respondents

Though majority of the respondents who participated in the study were married, also those who were still single and cohabiting also participated in the study. The major finding here is that majority of the respondents were married and by implication they are supposed to be more responsible and reliable on their behavior of efficient working and performance of schools. Married people are many just because they have very many targets for working such; as accumulating school fees, boosting their businesses among others. Relevant for this study, married people provided reliable and true information about the impact of child labour on education in Makindye division - Kampala district.

5.1.1.6 Period spent in teaching

The researcher further thought to establish the period spent by the respondents in teaching .majority of the respondents had spent over 5 years, in teaching. This implies that majority of the respondents surely understood issues related to children due to being employed for such a bigger period of employment of over 5 years.

5.1.2 Causes of child labour

The study findings reveled that child labour is caused by several factors such as:

5.1.2.1 Physical and mental attributes

Physical disabilities have long been associated with child abuse and neglect as these children are often victims of discrimination, sexual exploitation and social exclusion. More often than seldom, the abused or the victims of abuse do not report such cases to the authority for fear of reprisal by the abuser who may be a parent and due to ignorance.

5.1.2.2 Socioeconomic Aspects

Today, more than ever before, the socio-economic problems are impinging on the parents and are making them lose child rearing self-confidence as they can hardly sustain the family. The

role of bread winners has shifted from men to wives and children hence a call for working to survive.

5.1.2.3 Family Characteristics

The study observed that children who came from poor households and their parents were unemployed engaged more in labour activities to supplement meagre family incomes. Household poverty is one of the underlying causes of child labour that affects school enrolment as many cannot afford school fees and scholastic materials.

5.1.2.4 Single Parenthood

The study established that children who reported their parents as no longer staying together or those who had lost one of their parents and in most cases drained in poverty engaged in work. The increasing number of orphans and children raised by single parents undoubtedly necessitated the employment of children.

5.1.2.5 Community Factors

Households in informal settlements lack the basics of life like good nutrition, health care and utmost education. Slums have been indicated as sprouting places for juvenile delinquents especially the boys and represent a high breeding place of children in the worst forms of child labour to include; child prostitution and pornography, drug trafficking and child crime.

5.1.2.6 Political Factors

Children migrate to bigger cities in search for help. These children sometimes go accompanied by their parents and some unaccompanied especially orphans. War zones serve as catchment areas for vulnerable children who end up on the streets and involve themselves in child labour for survival.

5.1.3 Impacts of child labour on education

The study findings revealed that Child labour has several impacts on education such as increased school dropouts, exploitation of children and increased levels of poverty among the population.

Child labour impacts the children's access to and participation in primary education. Factors like lack of punctuality among school children, irregular attendances, tiredness and health problem affect academic progress and performance of school children who engage in child labour. The study has also found that child labour tends to have the impact on the relationship between school children who engage in child labour and their teachers. It also gives a room for loss of confidence and self-esteem among school children who engage in child labour.

Children who engage in child labour have low performances compared to those who do not work. This implies that poor school attendance as the impact of child labour affect the academic performances of the children who engage in child labour as most of their time use in doing various activities which then affect their school attendances. Therefore, it is sufficient to state that there is a core relationship between school attendance and academic performance of the pupils.

The study revealed that regular skipping of classes have a negative impact on children academic progress as it affects their performances due to the fact that they spend a lot of time in child labour activities rather than in studies.

The study also found that teachers take different measures against pupils who skip the classes. This implies that teachers play a significant role to ensure that the war against child labour is achieved. It was evident from the study that majority of children who engage in child labour have no good relationship with their teachers.

5.1.4 Solutions to the causes of child labour

The study further recommended several solutions for the causes of child labour such as: Encourage education for children, more sensitization on child labour to political leaders. Institutional reforms ensure that we have peace amongst families, communities should sensitize the people. Preventive measures, community should report any suspicious cases of child labour to the nearest police station.

Provision of alternative livelihood to poor families, involvement and retention of children in schools, Sensitization of the community and informal sector, strengthening laws on child labour; ensure national labour identification to all employers in the country. Strict laws, the education system should be expanded to include human rights and child rights curricular. The

government should engage more in policy development, law reform and planning/budget discussion at all levels to help reduce on the rate of children working, educate the population on the dangers of child labour.

The government should go ahead and educate the public about the advantages of UPE and USE programmes so as to keep children at school, and schools should teach rights to children. Increase in OVC cases in Uganda has long been attributed to the AIDS scourge. Uganda in the 1980's was one of the countries in Sub-Saharan Africa that experienced the economic and social impact of HIV/AIDS. The scourge left millions of children orphaned (orphans constitute 14 percent of all children in Uganda), led to an increase in child headed households and child employment. And The government should go ahead and educate the public about the advantages of UPE and USE programmes so as to keep children at school, and schools should teach rights to children.

5.2 Conclusions from the Research Findings

Through interviews conducted it was generally confirmed that child labour is one of the most dangerous human crimes against humanity. It is the modern day slavery and it targets children who have lost their parents and relatives, those out of school, those hardest hit by poverty and those that mainly live in abusive family environments. If left unchecked, the future of development is doomed since the future of any country depends on the young generation.

Data on child labour is scanty and those who are practicing it don't want to believe that they are possible accomplices in this degrading act. Children involved in child labour are mentally, physically, socially and morally affected.

They are subjected to torture like verbal abuse, uncaring attitudes, they are beaten at work, made to carry heavy physical work they are sexually assaulted and at worst, they are robbed of their earnings either by the employers or those they fend for. In combating child labour, key levels have been identified and should be supported. These include victim support, education, policy and institution sustained media.

There is need to initiate a periodic collection of information to up-date the data base on child labour using the Uganda Bureau of Statistics and other stakeholders. Community

involvement including parents, guardians, children and parents support groups and volunteers is highly needed. These can also be helpful in prevention, coping and mitigation of causes of child labour. Collectively, this is likely to lead to achieving some of the millennium development goals.

5.3 Recommendations from the Study Findings

Based on the findings of the study in regard to protection and promotion of the welfare of the child, the respondents gave a way forward and accordingly, the recommendations that were developed from the study included;

A Body of Ethical Principles against Child Labour

Earlier on in the background of the study (Section 1.2), we noted that the main organ of the state responsible for matters regarding labour in Uganda is the Department of Labour Employment and Industrial Relations in the Ministry of Gender, Labour and Social Development. This organ should compose, subscribe to and educate the population about a body of ethical principles against child labour.

Composing the Ethical Principles

The Department of Labour Employment and Industrial Relations should compose a set of ethical principles which are in accordance with internationally, regionally, nationally and socially recognized or accepted children's rights. Such ethical principles ought to be derived primarily for the benefit and protection of children and families where the possibility of engaging persons below 18 years of age exists.

Subscribing to the Body of Ethical Principles

It is suggested that all employers in the formal and informal sectors should be legally led towards recognising that they are ethically responsible to children and families who are potential victims or donors of child labourers. Such employers ought to subscribe to the above mentioned Body of Ethical Principles once it is put in operation.

Educating the Ugandan Population about the Role of Ethical Principles against Child Labour

The above given Department of Labour Employment and Industrial Relations should be charged with the duty of educating the population about the benefits and protection of children and families that the Body of Ethical Principles against child labour offers.

The Political Will to Enforce Laws

Acknowledgement of the child labour problem by the government of Uganda should be a significant move and considered paramount in addressing the problem of child labour in Uganda. Child labour should be criminalised and massive awareness about the law by those in authority through print and electronic media should be done in all sections of society and included in development plans.

Supportive National Political, Legal and Institutional Framework

There is need for political commitment to ensure that child labour is mainstreamed into broader development plans and programmes. For instance, integrating child labour as an explicit concern in the Millennium Development Goals and Education for all plans, poverty reduction strategies and labour legislation consistent with international child labour standards, is necessary both as a statement of national intent, and as a legal and regulatory framework for efforts against child labour. As child labour is an issue that cuts across different sectors and areas of ministerial responsibility, progress against it requires that institutional roles are clearly delineated and that effective coordination and information sharing structures are put in place.

Mass Awareness Programmes about Child Labour Laws and Policies

Mass awareness and advocacy campaigning programmes should target employers, community leaders, policy makers and civil society. Children working for instance in the urban informal sector as domestic servants are not readily 'visible' but 'invisible'. An effective effort to protect children from such workplace hazards or abuses must begin by making the 'invisible', 'visible'. The government of Uganda should develop an effective means of investigation in order to criminalise child labour and promote supervision by labour inspectors in order to detect and prosecute cases of exploitation of children.

Increase Budgetary Allocation to Government Institutions

It was observed that the major government institutions – Uganda Police Force (CFPU) and the Ministry of Gender, Labour and Social Development had limited financial resources to foster their activities on child labour. Government should increase this funding so that these institutions execute their duties as mandated by the law. Public accountability of the allocated funds should be done as a matter of fact, and monitoring and evaluation of programmes done by an independent institution from the state.

Stakeholder collaboration

Different institutions have worked hand in hand with the state to address the problem of child labour. These include; international organizations, CSO's and NGO's. In order to fully address the challenge of child labour and therefore to promote the welfare of the child and protect child rights, multi-stakeholder collaboration is vital. Legislators, civil society, academicians, researchers, the international community, educationists and the community should jointly develop and implement effective and efficient preventive measures if the welfare of the child is to be guaranteed and their rights upheld.

Revise Universal Education Programme

Education is a constitutional guarantee under Article 34 (2) of the 1995 Constitution of the Republic of Uganda; thereby it is stated that: *A child is entitled to basic education which shall be the responsibility of the state and the parents of the child.* Ironically, many children especially in the rural areas and urban outskirts have not been able to go to school because of household poverty. This constitutional establishment by the government of Uganda is not enough to argue that every child has a right to education, when they do not have sufficient means for its implementation. Revision of education programmes to suit today's challenges is vital if child labour is to be addressed. This can be done through;

Enforcement of Compulsory Universal Primary Education

The researcher is of the view that primary education should be completely free, universal and compulsory to every child in the family and should not only be restricted to poor children. UPE should encompass comprehensive policies indicating the current percentage of GDP allotted to basic education and a target percentage for future allocations and plans for improvement of education in coverage, quality and relevance. UPE should be made more attractive to the learners so as to minimise child dropouts (increase retention) and facilities

should be provided as well. While we can applaud the government for introduction of the USE, it is sad to point that those that have dropped out before completion of the primary level cannot proceed to the secondary level. It is therefore important to address the several challenges at the primary level to fully attain the goal of universal education.

Establishment of Community Polytechnics

These will enable access to vocational training and education for primary school dropouts. These polytechnics need to be made more accessible, well equipped and attractive to children and parents. These children should also be provided with tailor made skills especially those in the urban informal sector. These will enable the children gain experience and therefore earn a decent income for survival. Other recommendations that are not necessarily in line with the objectives have been listed and these include;

Implementation of Labour Laws and Policies in the Country

To be able to create a country free of child labour and its exploitive nature, the aforementioned laws (6.1.4) have to be implemented as a mandate for the welfare of the child. With proper guidelines, these laws have to be translated into various vernaculars for easy interpretation by the citizens of Uganda. Institutional organizations and the Government of Uganda with support from the international community should then sensitize the general public right from the grassroots level about the laws and policies on child labour. Childhood training should also be encouraged right from the home and still, these laws should be included in the schools' curricular so that the children are aware of their rights. This will put them in position to report cases of child labour to those in authority.

Poverty Reduction

The Government of Uganda should create and implement an explicit policy on poverty alleviation, which may include the enforcement of socioeconomic policies to promote economic growth. Uganda has for the fact poverty alleviation programmes like the PEAP and PMA, but these have specifically targeted the rural setting and ignored the urban setting. The urban sector should be put to consideration in these programmes to target its poor communities especially those in the informal sector. The recently introduced Social Protection Programme by the Ministry of Gender, Labour and Social Development (2010) should target such poor households to augment income generation, strengthening of the unity of the family and promotion of health for household members. The programme should

particularly target female headed households and those with orphans. The fee that is currently at 22, 000 Uganda Shillings (approximately US\$ 5) should be doubled. This will enable large poor families to survive and reduce the involvement of children in child labour.

5.4 Areas for Further Research

Although the study has been exhaustive, the researcher recommends further studies on the phenomenon of child labour given the very dynamic society we live in.

Studies should be conducted to ascertain why, despite concerted efforts in terms of policy and legal interventions, child labour was on an increase.

The studies will not only widen the knowledge base, but also provide a viable way forward.

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APPENDIX I

RESEARCH QUESTIONNAIRE ON THE IMPACT OF CHILD LABOUR ON EDUCATION:
A CASE STUDY OF MAKINDYE DIVISION - KAMPALA DISTRICT

Dear respondent,

This study is focusing on the impact of child labour on education in Makindye division - Kampala district. This research will not be used for any other purpose other than partial fulfillment of the requirements for the award of a Bachelors Degree in public administration and management of Kampala International University. It's only through your response that the work can be completed well.

Please spare a few minutes to answer the following questions. The information given in this study will be treated with the utmost confidence.

Use: Strongly agreed (SA), Slightly Agree, (SLA) Uncertain (UC), Slightly Disagree (SLD) Strongly Disagree (SD), where applicable.

(Tick and fill in where appropriate)

SECTION A. CHARACTERISTICS OF THE SAMPLE

INDLY TICK OR FILL IN WHAT IS MORE APPROPRIATE TO YOU

SECTION A: YOUTH BIO DATA

1. Gender

Male

Female

2. Age

Below 18

22-26

26-30

30-34

34-38

38+

4. Marital status

Married

Widowed

Separated

Single

Divorced

Cohabiting

Others specify.....

5. Highest formal education

Certificate

Master

Diploma

Phd

Degree

Others,

Specify.....

6. For how long have you been in teaching?

- Less than 1 Year 1-2 Years 2-3 Years
 3-4 Years 4-5 Years 5+ Years

SECTION B: THE CAUSES OF CHILD LABOUR IN MAKINDYE DIVISION, KAMPALA DISTRICT.

7. Do you believe child labour exists in Makindye division?

Strongly agree	Agree	Not sure	Not agree	Strongly disagree

8a. if yes what do you believe could be the possible causes of such child labour in the division?

.....

.....

.....

b. Explain your answers

.....

.....

.....

SECTION C: THE IMPACT OF CHILD LABOUR ON EDUCATION IN MAKINDYE DIVISION, KAMPALA DISTRICT.

10. Do you believe child labour has an impact on education in Makindye division, Kampala district?

Strongly Disagree	Disagree	Not sure	agree	Strongly agree

9 a) if yes what are some of the impacts of child labour has an impact on education in Makindye division, Kampala district?

.....
.....
.....

b) Explain your answers

.....
.....
.....

**SECTION D: THE SOLUTIONS TO THE CAUSES OF CHILD LABOUR IN
MAKINDYE DIVISION KAMPALA DISTRICT.**

10 a) Do you believe something can be done to reduce on the causes of child labour?

Strongly Disagree	Disagree	Not sure	agree	Strongly agree

11 a) if yes what are some of the possible solutions that you think can be adopted to reduce on such causes of child labour?

.....
.....
.....

b) Explain your answers

.....
.....
.....

THANKS SO MUCH FOR YOUR TIME.

APPENDIX II: ACTIVITY CHART

Activity	Time in Months			
	1	2	3	4
Proposal writing				
Data collection				
Data analysis				
Submission				

APPENDIX III: BUDGET

Item	Amount (UgShs)
Stationery – Papers - Pens	50,000/=
Transport Phone calls	50,000/= 50,000
Internet Usage	20,000/=
Typing and printing	50,000/=
Miscellaneous	200,000/=
Total	420,000/=

APPENDIX IV: CHILD LABOUR

