

**THE EFFECT OF CHILD LABOR ON GIRLS EDUCATION  
A CASE STUDY OF TORORO DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE SCHOOL OF LAW  
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## DECLARATION

I, Akisa Angella, declare that to the best of my knowledge, this proposal is my original work and has never been submitted for any Diploma award in any University or for any publication as a whole or in part.

Signature.....

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Date.....14<sup>th</sup>/09/2015

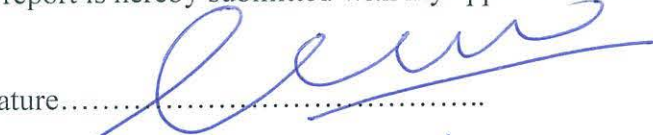
### APPROVAL

This report is hereby submitted with my approval as a University Supervisor.

Signature.....

Mr.....

Date.....



ADINILOR ASAPIT

14th September 2015

## **DEDICATION**

This research is dedicated to my beloved parents, Mr. and Mrs. Omanyala; and my sisters and brothers, who have contributed immeasurably to my studies. Not forgetting my Dr. Lumumba Patrick.

## **ACKNOWLEDGEMENT**

The success in producing this work is attributed to such a number of people, to whom I wish to acknowledge my thanks. The completion of this piece of work has been such a task that would not have been a success when handled solely.

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## ACRONYMS

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>ANPPCAN</b>	African Network for Prevention and Protection against Child Abuse and Neglect
<b>AU</b>	African Union
<b>CEDOVIP</b>	Centre for Domestic Violence Prevention
<b>CFPU</b>	Child and Family Protection Unit
<b>CHIN</b>	Children in Need
<b>COPE</b>	Complementary Primary Education
<b>CSEC</b>	Commercial Sexual Exploitation of Children
<b>DFID</b>	Department for International Development
<b>GDP</b>	Gross Domestic Product
<b>GoU</b>	Government of Uganda
<b>HIV</b>	Human Immune Virus
<b>ILO</b>	International Labour Organization
<b>ILO-IPEC</b>	International Labour Organization-International Programme for the Elimination of Child Labour
<b>KII's</b>	Key Informant Interviews
<b>LC</b>	Local Councils
<b>M.D.Gs</b>	Millennium Development Goals
<b>MoES</b>	Ministry of Education and Sports
<b>MoFPED</b>	Ministry of Finance, Planning and Economic Development
<b>MoGLSD</b>	Ministry of Gender, Labour and Social Development
<b>NCC</b>	National Council of Children
<b>NER</b>	Net Enrolment Ratio
<b>NGO</b>	Non-Governmental Organization
<b>OVC</b>	Orphans and Vulnerable Children
<b>PEAP</b>	Poverty Eradication Action Programme
<b>PMA</b>	Plan for Modernization of Agriculture
<b>SIMPOC</b>	Statistical Information and Monitoring Programme on Child Labour

<b>STD</b>	Sexually Transmitted Disease
<b>UBOS</b>	Uganda Bureau of Statistics
<b>UDHR</b>	Universal Declaration of Human Rights
<b>ULFS</b>	Uganda Labour Force Survey
<b>UN</b>	United Nations
<b>UNCRC</b>	United Nations Convention on the Rights of the Child
<b>UNDP</b>	United Nations Development Programme
<b>UNICEF</b>	United Nations International Children Emergency Fund
<b>UNPAC</b>	Uganda National Programme of Action for Children
<b>UPE</b>	Universal Primary Education
<b>UPF</b>	Uganda Police Force
<b>UPPC</b>	Uganda Printing and Publishing Corporation
<b>USAID</b>	United States Agency for International Development
<b>USE</b>	Universal Secondary Education
<b>WHO</b>	World Health Organisation
<b>TCI</b>	Tororo Cement Industry

## **ABSTRACT**

This study is intended to analyse the impacts of child labour on safety and education of the children involved. The study also sought to critically assess the effectiveness of the existing strategies in tackling the causes of child labour. The research was conducted in Tororo Municipality as a representative of other small towns where there are numbers of child workers. Quantitative data techniques of research were used during the study and these included; interviews, questionnaires, and observation methods. Interviews were conducted on selected staff from the Uganda Police Force, MoGLSD, local communities and Business community. The information collected was organized according to five chapters in order to make meaningful presentations and discussions, conclusions and recommendations. The research findings collected revealed that child labour is still rampant in the urban informal sector. It is upon this background that the researcher called upon the Government of Uganda, associated NGO's, international organizations and the populace who remain incompatible in goals, to foster a sustainable child labour strategy in the fight against child labour. The research recommends that government that should develop a body of ethical principles against child labour, reduce barriers to attain education, be politically committed as well as foster the implementation of labour laws and policies.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

Due to many dangers associated with child labour, the phenomenon has received the attention of researchers, academicians and policy makers. The International Labour Organization estimates show a large and increasing number of working children worldwide despite endeavours by government and stakeholders to fight the vice. The predominant factor behind child labour was poverty that led to the increasing number of child dropouts since many can not afford school fees and scholastic materials.<sup>1</sup>

Attempts at establishing the exact challenges of child labor in the Tororo District have not always been comprehensive; there is no deeper analysis of the root causes of child abuse in form of child employment so as to find a substantial solution to the vice.

The study therefore is to analyze from an ethical point of view the relationship between child labour and the urban informal sector in Tororo district, with special emphasis placed on the challenges of child labour as well as its effects on health, safety and education of the children engaged in child labour.

This chapter contained general background and introductory information including; statement of the problem, scope of the study, definition of key terms, objectives and justification of the study.

#### **1.1 Background to the Study**

According to the Random House Webster's Dictionary (1991), child labour is the gainful

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<sup>1</sup> These programs include: the Girl Education Movement, which seeks to improve girls' leadership and technical skills; the Girl Child Education Strategy, which seeks to increase girl student enrollment; and in conjunction with UNICEF, a "Non-Formal Alternatives" program aimed to teach basic skills to girls aged 10 and 16 years who have never attended school.

employment of children below an age determined by law or custom<sup>2</sup>. Child labour is an old practice in the Tororo district society but only a few people and institutions have been bothered to understand its causes, effects and ramifications. The problem of child labour in Tororo district has been majorly attributing to increased household poverty. The increasing number of poor households in recent decades has forced millions of children out of school and into work.

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 girl child 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 all the Children (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.

## **1.2 Statement of the Problem**

It is evident that Uganda has several policies and strategies to eliminate the problem of child labour through its existing legal and institutional framework at the national, regional and international level. However, with all these legal instruments and institutions in place, the rate of child labour is on an increase in Tororo, including its worst forms. According to a survey carried out by ILO, it is estimated that 3.8 million (approximately 32 percent of all children) Ugandan girls and boys are engaged in labour at home, industries as try. Particularly in the urban informal sector in Tororo. Yet there is no study showing the implication of child labour to their healthy and completion of education.

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<sup>2</sup>COPE provides basic education to out of school children aged 10-16 who are unable to attend formal schools. See the Republic of Uganda, Complementary Opportunities for Primary Education (COPE); Annual Report, Ministry of Education and Sports, Kampala, 2001.

### **1.3 Scope of the Study**

The study was limited to Tororo district within two of its five administrative divisions of Tororo Municipality, that is, eastern and western division. The two divisions were chosen to be representative of the children who come from different parts of the country to seek refuge in the city for the hope of survival. The time scope of the study was limited to the January-August 2015.

### **1.4 Definition of Key Terms**

#### **1.4.1 Children**

These are persons under the age of 18 years.<sup>3</sup> This study looked at children aged between 4 and 18 years, as the principal target group. For purposes of comparability of analyzed data, children were divided in three age categories; under 6 years, 7-11 and Over 12 years.

#### **1.4.2 Child Labour**

It is a form of child exploitation. According to the ILO, child labour is any work, which by its nature or employment conditions is detrimental to a child's physical, mental, moral, social or emotional development.<sup>4</sup>

#### **1.4.3 Child Rights**

These are rights to which every child is entitled, regardless of age sex, religion, or social origin.<sup>5</sup>

#### **1.4.4 Informal Sector**

The diversity and heterogeneous nature of the informal sector has made it difficult to come

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<sup>3</sup> Children's Act 1996. (c. 59) (s.2)

<sup>4</sup> [http://www.cridroe.net/glossary\\_c.php](http://www.cridroe.net/glossary_c.php) accessed on Sunday, June 19, 2011

<sup>5</sup> Ibid

up with a single definition. Its definitional variance from scholar to scholar and authority to authority makes it defined by its characteristics and composition. The informal sector therefore includes all economic activities that are outside the formal institutional framework. For instance in Uganda, trade covers 72 percent of the informal sector and therefore the largest, employment and manufacturing 23 percent and services 5 percent.<sup>6</sup>

#### **1.4.5 Prostitution of Children**

This refers to the use of children as prostitutes. According to Article 2 (b) of the Optional Protocol on the Sale of Children, (2006) Child Prostitution and Child Pornography to the Convention on the Rights of the Child, prostitution of children or child prostitution is the practice whereby a child is used by others for sexual activities in return for pay or any other form of consideration. This pay/consideration may be provided to the child or any other person. Child prostitution forms part of the Commercial Sexual Exploitation of Children (CSEC), trafficking of children for sexual purposes and child sex tourism.<sup>7</sup>

#### **1.4.6 Hazardous Work**

In these regulation, unless the context otherwise requires-

“Act” means the employment act, 2006, act no. 6 of 2006; “child” means a person below the age of eighteen years; “hazardous work” means work, which by its nature or circumstances in which it is performed, is likely to harm be health, safety or morals of a child and includes circumstances where-

- a. A child is exposed to dangerous machinery, equipment and tools
- b. A child carries heavy loads beyond their capacity
- c. A child works in unhealthy environments that expose them to hazardous substances, infectious diseases, excessive noise, temperature or vibrations.
- d. A child is expose to harassment or physical, psychological or sexual abuse.

#### **1.4.7 Minimum Age for Employment**

In accordance with provisions of Employment Act, a child under the age of 14 years may not be employed except for light work carried out under the supervision of an adult aged

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<sup>6</sup> [http://info.worldbank.org/etools/docs/library/211247/Uganda\\_Urban%20Informal%20Sector.pdf](http://info.worldbank.org/etools/docs/library/211247/Uganda_Urban%20Informal%20Sector.pdf). accessed on Sunday, June 19, 2011

<sup>7</sup> [http://psychology.wikia.com/wiki/prostitution\\_of\\_children](http://psychology.wikia.com/wiki/prostitution_of_children). Accessed on Sunday, June 19, 2011



over 18 years and work which does not affect child's education. Light work is the work which is not harmful to a child's health; not harmful to child's development; not prejudicial to child's attendance at school; not prejudicial to child's participation in vocational training; and not in excess of 14 hours per week. A list of light activities is contained in regulations.

A child must undergo a medical examination before engaging in any job and then after every six months. Before hiring a child between fifteen to seventeen years, authorization from Commissioner is obligatory. Commissioner verifies child's age; parental permission; prior instruction and training in the required job; availability and use of protective clothing and a medical certificate before authorization. Employer must also maintain a register as prescribed in the schedule 5 of the employment regulations.

#### **1.4.8 Minimum Age for Hazardous Work**

The minimum age for hazardous work is 18 years. A child, under the age of 18 years, may not be employed to do work which is injurious, dangerous, hazardous or in the worst forms of child labour. Overtime work is prohibited for a child aged between fifteen to seventeen years. A child may not be employed at night between the hours of 19:00 and 07:00. The Regulations contain restrictions on the employment of children, penalties for violations (up to three months imprisonment or a fine or both), a list of hazardous activities prohibited to children under 18. The list of hazardous activities includes prohibitions by different age groups of tasks in a variety of areas including several agricultural sectors, construction, mining, domestic services, entertainment and urban informal work. Section 32, and 97, the employment act 2006

#### **1.4.9 Sexual Slavery**

Sexual slavery refers to the organized coercion of unwilling people into different sexual practices. According to the Rome Statute, Article 7(2) (c), Sexual enslavement means the exercise of any or all of the powers attached to the "right of ownership" over a person.

## **1.5 Objectives of the Study**

### **1.5.1 General Objective**

The general objective of the study is to analyze from an ethical point of view the child labour and its impact in Uganda.

### **1.5.2 Specific Objectives**

1. To investigate how to stop child labour.
2. To critically assess the effectiveness of the existing strategies in tackling the causes of child labour and analyze the ethical challenges of implementing such schemes.
3. To suggest and recommend measures to remedy the situation of child labour.

## **1.6 Research Questions**

1. How can we stop child labour?
2. Are the existing strategies regarding child labour implemented ethically and effective?
3. What measures may be recommended to address the problem of child labour in Uganda?

## **1.7 Significance of the Study**

This research is vital as it addresses at the economic, social, and cultural aspects of child labour. This study is purposely looked legal and economic dimension of the relationship between child labours and school enrolment. The study further focused on finding out problems faced by the underage labourers in Tororo as well as conducting a critical ethical assessment of the effectiveness of the existing strategies on child labour. This was intended to make an obvious addition to information on child labour and encourage further research within this area as a way of addressing and finding solutions to the prevailing situation in the country.

The study therefore contributes to the existing knowledge on child rights especially with regard to the causes and effects of child labour and the measures of combating the vice. This work will thus be useful to policy makers and analysts, researchers and students.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The Government of Uganda enacted and ratified both national and international laws and formulated policies and programmes to address the issue of child labour. These include the Constitution of the Republic of Uganda (1995), the Children's Act, the Employment Act (2006), Education Act (2008), United Nations Convention on the Rights of the Child, ILO Convention No 182 on the Worst Forms of Child Labour, Universal Primary and Secondary Education and the National Child Labour Policy.

Unfortunately children as young as 6 years old works long hours with only an hour break in horrible conditions coupled with meagre payments.<sup>8</sup> The children used large, heavy and dangerous equipment that sometimes injured or killed them on the job.

However, while we can fully admit that there are many policies and laws in place, so many have not been implemented. While all the good laws may be accessed by all Ugandans in the Uganda Gazette, only a section of the elite and literate Ugandans can access them. Although ignorance of the law is not a defence, the state and institutional organizations are however obliged to sensitize the public on all laws governing our society, e.g. on laws against child labour. This would cater for that class of people that are illiterate and therefore ignorant of the law, so that they are not caught off guard in the courts of law. The laws could also be translated in the local language for easy interpretation.

In a bid to highlight the state's duty to update and enhance the general understanding of issues affecting children. The decentralization policy as spelt out in the Local Government Act (1997) provides for the Secretariat for Children's Affairs to champion the interests of

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<sup>8</sup>Child Labour in Factories: A New Workforce during the Industrial Revolution. Accessed Monday, June 27, 2011; From: [http://www2.needham.k12.ma.us/nhs/cur/Baker\\_00/2002\\_p7/ak\\_p7/childlabor.html](http://www2.needham.k12.ma.us/nhs/cur/Baker_00/2002_p7/ak_p7/childlabor.html)

children at various local council levels. This is a way of putting upfront children's needs even at the grass root level. However, while child labour cases may be addressed at the grass roots, it is a common tendency that many children with support from the adults have made their way to urban areas for quick employment. The magnitude of child labour in the urban informal sector alone is estimated at over two million (Hindman 2002). This appalling figure explains the existing gaps in the policy and legal framework interventions on child labour. The existing interventions appear not to target the informal sector and tend to have a bias towards the rural sector. This problem could be traced back to the fact that the general public is not updated on issues affecting children.

One may have to consider good work done by NGO's, CSO's and the international community against child labour. These institutions have championed the advocacy of children's rights and elimination of child labour through the NGO Advocacy for Policy Formulation. For instance, these organizations have participated at different levels of policy formulation, dissemination and implementation.

With support from the GoU and the donor community, these NGO's, international organizations and CSO's have implemented advocacy and withdrawal programmes for victims in child labour. These organizations include; CEDOVIP, ANPPCAN Uganda Chapter, Invisible Children and ILO. Nevertheless, the Ugandan general public which knows little about the magnitude of issues affecting children needs to be updated on the achievements made by these organisations as well as the challenges they are confronted with. This would be a contribution to attracting public sympathy for the situation of the children here in question and it would most probably also motivate the public to be involved in enhancing the welfare of children.

## **2.1. Forms of Child Labour**

According to a survey carried out by ILO, 3.8 million (32 percent of all children) Ugandan girls and boys are working. 1.7 million (16 percent) of these children are child labourers, majority of whom are aged between 10 and 14 years.<sup>9</sup> There are two common forms of girl

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<sup>9</sup> Uganda Decent work Programme, 2007. Final Text. ILO Office for the United Republic of Tanzania, Kenya, Somalia and Uganda

child labour that are akin to the Ugandan situation, that is, bonded child labour, and also sometimes referred to as forced labour and apprenticeships. Section 8 of the Children's Act prohibits the employment of children in any activity that may be harmful to his/her health, education, or mental, physical or moral development. Children's engagement in domestic work contrary to this Section deprives them of an education, and the fact that these girls are beaten by their female bosses and sexually harassed by their male employers exposes them to physical and psychological harm and the risk of catching HIV/AIDS.

### **2.1.1 Causes of Child Labour**

The factors that predispose children into child labour are many and work to combination. Most theorists have advanced economic theories to explain child labour. They say children work because of economic reasons mainly attributed to the poor family backgrounds they come from. However, (Bequele V 1991) is of a different view, he argues that economic reasons are not enough on their own to cause or reduce child labour.<sup>10</sup> This argument is supported by the evidence that economic growth of some countries has not been associated with a reduction in child labour but rather a dependence on existing policies and how the economy is run.

Child labour is therefore a multifaceted phenomenon associated not only with ignorance of the victims, but also the indifference of the society we live in, moral degeneration, political and socioeconomic factors. The major causes of child labour are further elaborated below.

#### **2.1.1.1 Personal Variables**

Physical and mental attributes of children influence their abuse. 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. These findings are contrary to

<sup>10</sup> Bequele, A., 1991. Combating Child Labour: Contrasting Views and Strategies for Very Poor Countries. Conditions of Work Digest, 10 (1) pp 7-15

Section 5 (2) of the Children's Act Cap 59, on custodianship to protect the child from discrimination, violence, abuse and neglect, Article 11 of the African Charter on the Rights of the Child on the right to education for every child and Section 4 (1) of the Education Act, 2008 on the sole duty of parents to educate their children despite disabilities.

#### **2.1.1.2 Social-cultural Aspects**

These have played a vital role in contributing to the increasing rate of child labour in Uganda today. Traditionally, children have been viewed as personal property and were generally expected to work, for example early marriage and polygamies parents. There was maximum division of labour where the girls were expected to do all the house chores and the boys went hunting. These roles were meant to prepare the children for future adulthood especially the girls who were often subjected to early marriages when they clocked the age of puberty, while their male counterparts went to school.

#### **2.1.2 Effects of Child Labour**

Child labour has both negative and positive implications on the child and these include;

##### **2.1.2.1 Negative Effects**

The number and proportion of children affected is not the only indicator of the prevalence of child labour, but also the type of work children do, the conditions under which they work and abuses the children face are significant factors of input. The study significantly noted that the challenges faced by children in this country are uniform, and thus the data collected represented the general situation regarding child labour in this country. Some of the challenges that were spot-on included: exploitation, meagre payments, sexual harassment, psychological and physical ineptness, dropout from school and health risks. Such challenges were tailored to specific activities in the informal sector that were highly detrimental to the children's health. Children who for instance worked as young mechanics were exposed to accidents and dangerous chemical substances, while those who engaged in child domestic service were often sexually harassed, beaten and sometimes not paid (UNICEF 2006)

Contrary to Convention 182 on the Worst Forms of Child Labour, the UN CRC and Section 8 of the Children's Act, which provides that no child shall be employed in any activity that may be harmful to his or her health, education, or mental, physical, or moral development, these children were exposed to most, if not all risks that hindered them from having a harmless childhood life.

## **2.2 Basic Education**

In its policy on the provision of education and training, the Education Act, 2008 states that 'Basic Education' means the minimum education package of learning made available to each individual or citizen through phases of formal primary education and non formal education system to enable him/her be a good and useful person in society; *Section 2, Education Act (2008)*.

According to Section 4(1) of the Education Act, *provision of education and training to the child shall be a joint responsibility of the state, the parent or guardian and other stakeholders*. Section 4(2) provides inter alia that; *basic education shall be provided and enjoyed as a right by all persons*.

## **2.3 The Welfare Model based on the Children's Act Cap 59**

This section of literature review is based on the Welfare Principle of the Children's Act Cap 59. The Act is the supreme law governing the rights and welfare of children alongside other laws and the Constitution of the Republic of Uganda. The principle therein provides for the responsibility in terms of protection and welfare of minors within the society.

Based on the welfare principle in the Children's Act, the welfare of the child is supreme. This principle has developed simultaneously with the concept of transforming parental power into parental responsibility. As such, the courts of law have been put in place to adjudicate matters pertaining to the issue of the child. The basic policy of law revolves around the protection of minors and the same is ensured by widening the parameters of parental liability, by stressing upon the state's duty towards children and by altering the court's task from supervision to virtual parental care.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the research methodology and gives details of how the research is being conducted. The chapter therefore presents the study design, study area, population of study, sample size, sampling procedure, data collection methods and analysis, anticipated constraints and ethical considerations.

#### **3.1 Study Design**

The study is adopting quantitative methods of investigation. These included a case study design and descriptive analysis.

##### **3.1.1 Case Study Design**

The study is being conducted in Tororo district which has been identified as an area with of high child labour concentration. The time under focus was January to July 2015. The case study was chosen to enable an analysis of child labour issues in Uganda in broad terms and find solutions to the vice.

##### **3.1.2 Descriptive Design**

Under this design, the researcher is carrying out a descriptive survey. This is involved collecting primary information by interviewing a sample of 30 working children and 06 key informants. Each respondent was able to give their personal points of view, data of which was highly reliable and substantive for the study. This enabled flexibility in the study while we achieved a deeper understanding of the respondents' world. These facts further enabled the researcher to find appropriate recommendations as listed in the proceeding chapters.

#### **3.2 Study Area**

The investigation covered two of the five administrative divisions of Tororo district. The two divisions were chosen to be representative of other towns in the country since they were identified as areas of high child labour concentration. Tororo being the Central Business District and having a fully fledged urban informal sector; it turned out to be a



migration end-point for people in different parts of the country who sought for better opportunities.

### **3.3 Population of the Study**

The study focused on a total of thirty six respondents, twenty of whom were the working children, specifically, child labourers and sixteen key informants representing the government, CSO's, and business community. Key Informant Interviews were conducted with administrators in the Ministry of Gender, Labour and Social Development and the Child and Family Protection Unit in the Uganda Police Force to represent the government.

### **3.4 Sample Size**

A total of thirty six respondents were interviewed and these included; 30 child labourers who were the victims of circumstance, and 6 key informants representing the institution of the state, civil society and NGO's. The children who were interviewed were identified from centres of high child labour concentration like the streets, markets and any other area that was observable. Their selection however was based on convenience sampling owing to the fact that the children were highly mobile and the snow-balling technique.<sup>11</sup> Key informants on this issue of child labour were purposively chosen and these included; officials from the Ministry of Gender, Labour and Social Development, Uganda Police Force (CFPU) and representatives business community.

### **3.5 Sampling Selection and Procedure**

This study basically covered children engaged in urban informal sector activities. A pre-study visit was taken in the two divisions in order to identify specific locations where the informal activities were carried out. This was crucial for recruitment of children who engaged in the various activities. Wards were then selected during the pre-visit based on the existence of the urban informal activities. These were called centres of high child labour concentration and they were purposively selected because of their known informal activities. The selection of children engaged in the urban informal activities was done using

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<sup>11</sup> Snow-balling technique is a technique of sampling that first identifies a few children involved in trading activities and there after uses the identified children to recruit their colleagues for interview.

the snow-balling technique and convenience sampling due to the children's high mobility levels.

### **3.5.1 Pre-testing Procedure**

The key informant interview guides and working children questionnaires were pre-tested on specific categories of respondents which helped the researcher identify difficult and unclear questions. The procedure enabled the researcher collect accurate data as per the set objectives.

## **3.6 Data Collection Methods and Procedures**

The researcher collected primary and secondary data from various categories of respondents and documentation respectively. For secondary data; the researcher made reference from dissertations, print media reports and books with relevant literature, policy statements, legislation and the internet. Other methods of data collection used included; questionnaires which were used for key sample categories like; child labourers, interview guides for key informants like representatives of various NGO's, CSO's and government officials, photography, particularly in respect to activities that children were involved and observation.

### **3.6.1 Questionnaires**

Questionnaires were the main instrument used in the study and were particularly distributed to the working children. The questions were prepared in a logical sequence in order to address the research objectives and were open ended which allowed the respondents give a wider view about their understanding of the study problem. The method was used because it targeted a wider group of respondents, it eliminated bias, and most importantly, the researcher was able to get that information that was not readily given face to face, especially that information that dealt with community perceptions and attitudes. To avoid misinterpretations of the questionnaire, the researcher translated some questions for the respondents to avoid inaccuracy.

### **3.6.2 Interviews**

The interview method was used and this involved an oral communication with representatives of government, civil society and NGO's (key informants). The information given was very crucial for the study and included qualitative and quantitative data.

### **3.6.3 Observation**

Ranjit., 2008 defines observation as a purposeful, systematic and selective way of watching and listening to an interaction or event as it takes place. Due to the nature of the study, the researcher deemed it important to use the observation method to ease the work of data collection. Some information that was not revealed by the respondents was got through observation. Particular attention was paid to the time and kinds of activities the children engaged. The researcher came to notice of the kinds of activities the children engaged and the time the activities were conducted. For instance, the children who engaged in street trading worked all day through, those who offloaded and loaded merchandise operated in the morning hours and late in the evenings. Overall it was observed that children who worked in the urban informal sector worked all day.

### **3.6.4 Research Instruments**

To conduct the study, the researcher used several research instruments including; interview guides, questionnaires, pens, pencils, camera, note book, set, ruler and tally sheet.

## **3.7 Data Management**

The qualitative and quantitative data collected was analyzed using statistical and qualitative approaches in order to make meaningful presentations and conclusions. Data collected from the 81 respondents was examined and arranged basing on the research objectives.

### **3.7.1 Data Processing and Analysis**

In order to make meaningful presentation of the data collected and to match it with the study objectives and research questions, the data was subjected to various steps including; editing in order to identify missing gaps, spelling mistakes, incomplete answers and to

eliminate unwanted data; coding,<sup>12</sup> classification of data with common characteristics. In the statistical method, analysis of child labour data focused on children engaged in the urban informal activities and this was done at three levels;

- the researcher described the study population by background characteristics purposely intended to put child labour and related activities in the socio-economic context;
- the establishment of child labour participation status in general and in informal activities in particular to assess the nature, causes and effects of labour activities and;
- cross tabulations were finally carried out between child labour activity status especially involvement in child labour in general and the urban informal sector in particular with some individual and community variables to identify the causes of child labour.

The data was finally put in table form (tabulation) to ensure effective presentation and to provide a basis of statistical computations using the Statistical Package for Social Scientists.

### **3.8 Ethical Considerations**

For the study to be carried out efficiently and effectively, the researcher obtained a letter of introduction from the Department of Philosophy which was presented to the respondents prior to starting any interview or filling in a questionnaire. This enabled the researcher to carry out the study without fear and substantive information was therefore obtained. The researcher also further sought permission to conduct interviews from specific organizations as a matter of procedure in government institutions and relevant institutions that were consulted. The researcher for instance wrote a letter introducing her and made a photocopy of her identification card to be presented at the Ministry of Gender, Labour and Social Development and the Uganda Police Force.

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<sup>12</sup>According to Amin., 2005, coding is the assignment of numerical values to answers derived from questionnaires so that responses can

### 3.8.1 Limitations to the Study

The researcher encountered a few limitations during the study especially when it came to interviewing the child labourers. Some were not willing to give information unless you paid them and at some instances, the researcher had to wait till late in the evening when the children were through with their work so as to interview them. For the key informants, given their busy schedules, some interviews were rescheduled to fit their timetables which also sometimes failed. The research took slightly long to conduct particular interviews which delayed the study and to and from movements were costly.

In the collection of secondary data, the researcher was not able to get readily available data on child labour that is gender disaggregated.

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<sup>13</sup> be put into a limited number of categories or classes for easy analysis.

## CHAPTER FOUR

### PRESENTATION OF RESEARCH FINDINGS

#### 4.0 Introduction

This chapter presents the research findings which the researcher compiled regarding child labour. The presentation of these findings is divided into the following sub-sections based on the research objectives: the relationship between girl child labour on girl education, an assessment of the effectiveness of the existing strategies on girl child labour and suggested and recommended measures to the situation of child labour.

#### 4.1 Gender of Respondents (Working Children)

The total number of children that were interviewed in the two divisions was seventy (70). The research results show that out of the 70, 51.4% of the children were girls while 48.6% represented the boys. <sup>14</sup>

Gender	Frequency	Percentage	Valid Percent	Cumulative Percentage	
Female	20	55.6	55.6	55.6	
Male	16	44.4	44.4	44.4	
Total	36	100.0	100.0	100.0	

Table 1: Respondents (Working Children) by Gender

The to total institution trying to help the girl child labour on girl education

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<sup>14</sup> As reported on CNN and Aljazeera Uganda, 2009

Category of Institution	Institution	No of Respondents	Total
Government	Uganda Police Force (UPF)	2	2
	MoGLSD	1	1
CSO's	ANPPCAN Uganda Chapter	2	2
	CEDOVIP	2	2
NGO's	ILO	1	1
	UNICEF	1	1
	Save the Children	1	1
	Invisible Children	1	1
<b>Total</b>		<b>11</b>	<b>11</b>

Table 2: Showing Number of Key Informants

#### 4.1.1 Age of the Respondents

Out of the seventy respondents, 20% were working children aged six years and under. The results indicated that the number of working children tends to increase with the advance in age. Accordingly, the percentage of respondents between the ages of 7 and 11 years was 34.3%, while that of children from 12 years onwards was 45.7% as indicated in Table 5 below. While it is logical to say that as the children advance in age they are getting towards the legal working age, the fact that they are engaging in several activities in the urban informal sector does not rule out the fact that they are still underage.<sup>15</sup>

<sup>15</sup> The boy child engaged more in this type of work and Tororo was the centre of doing hard jobs. Along TCI, where most of the jobs were situated, many children could be seen serving at these centers and mainly engaged in doing child,

Age	Frequency	Percent	Valid Percent	Cumulative Percent	
6 years and under	6	16.7	16.7	16.7	
7- 11 years	10	27.8	27.8	27.8	
12 years and over	20	55.6	55.6	55.6	
<b>Total</b>	<b>36</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	

Table 3: Age of the respondents

#### 4.1.2 Employment of the Parents of the Respondents

Children's involvement in work also depended on whether their care takers (parents and guardians) worked or not. The research findings indicated that most responded in affirmative, with 47.1%. This indicates that the children assisted in daily home activities and businesses to supplement the small family incomes. The services of the children were not paid since they were assisting their own families. 41.4% of the children said that their parents did not work. This implied that they fended on their own for survival, being independent workers (self employed) or working for pay. The least percentage, 11.4% said that their parents did not work often and thus also became own account workers. Notwithstanding the fact that the biggest percentage of children had their caretakers employed, those whose parents did not work or worked seldom totalled 52.8%, overlapping those who responded in affirmative implying that they were in most cases own account workers and therefore independent of the parentage bond and care.<sup>16</sup>

Response	Frequency	Percent	Valid Percent	Cumulative Percent	
Yes	15	41.7	41.7	47.1	
No	13	36.1	36.1	52.9	

<sup>16</sup> Single parenthood includes the raising of children single handedly without the help of the other partner. they do jobs to support their kids.



Sometimes	8	22.2	22.2	100.0	
<b>Total</b>	70	100.0	100.0		

Table 4: Number of Children who's Caretakers were employed and unemployed

#### 4.1.3 Commercial Activities of the Respondents

The activities the children engaged in included; cooking, washing and watching cars, scavenging (collecting scrap), carrying luggage, selling merchandise and other small items, fetching and selling water, begging, cleaning, prostitution, salon services and weighting. According to the findings, most children engaged in selling different merchandise, totalling to 37.1%. This was followed by children who engaged in cooking with 12.9%, collecting scrap at 10%, washing cars 7.1% and cleaning and begging with 5.7%. It was noted that children who engaged in no activity represented 14.3%. These children stayed with their parents who provided for them and others simply did not have any activity to do, but were searching.<sup>17</sup>

Activities done by children	Frequency	Percent	Valid Percent	Cumulative Percent
Selling merchandise	5	13.9	13.9	13.9
Quarrying	6	16.7	16.7	16.7
Collecting scrap	2	5.6	5.6	5.6
Washing cars	8	22.2	22.2	22.2
Cleaning	4	11.1	11.1	11.1
Begging	3	8.3	8.3	8.3
Others	3	8.3	8.3	8.3
Carrying luggage	2	5.6	5.6	5.6
No activity	3	8.3	8.3	8.3
<b>Total</b>	36	100.0	100.0	100.0

<sup>17</sup> The Central Intelligence Agency Fact Book, 2011

Table 5: Activities in which Children Engaged

#### 4.1.4 Main Causes of Children's Participation in child labour

The study further indicated the main causes of child labour/why children engaged in work in child labour. Several reasons were given and the most outstanding was domestic violence with 36.36%. This percentage was followed by weak laws in the country with 27.27%. Uganda has many laws both national and international but most have not been enforced. Other causes of children's participation in the urban informal sector included; poverty, lack of basic needs, negligence of care takers and the lack of viable economic activities, all represented by 9.09%.<sup>18</sup>

Main causes	Frequency	Percent	Valid Percent	Cumulative Percent
Weak Laws in the country	3	27.27	27.27	27.27
Domestic violence	4	36.36	36.36	63.63
Lack of viable economic activities	1	9.09	9.09	72.72
Negligence of care takers	1	9.09	9.09	81.81
Lack of basic needs	1	9.09	9.09	90.9
Poverty	1	9.09	9.09	100.0
<b>Total</b>	<b>11</b>	<b>100.0</b>	<b>100.0</b>	

Table 6: Main Causes of Children's Participation in child labor

<sup>18</sup> Bequele, A., 1991. Combating Child Labour: Contrasting Views and Strategies for Very Poor Countries. Conditions of Work Digest, 10 (1) pp 7-15

## 4.2 The Existing Strategies on Child Labour

This subsection presents strategies and initiatives that have been adopted by the institution of the state, NGO's, CSO's and international organizations in addressing the problem of child labour.

### 4.2.1 Institutions Addressing Child Labour

A total of eleven key informants were interviewed. Institutions that represented the state were; the Ministry of Gender, Labour and Social Development and the Uganda Police Force (CFPU), international organizations included; UNICEF, ILO, Save the Children and Invisible Children, lead local CSO's including; Raising Voices (CEDOVIP) and NGO's like ANPPCAN Uganda Chapter. The researcher managed to get views from these different institutions, data of which was largely significant to the study.<sup>19</sup>

Institution	Frequency	Percent	Valid Percent	Cumulative Percent
UNICEF	1	9.09	9.09	9.09
ANPPCAN - Uganda Chapter	2	18.18	18.18	27.27
Raising Voices	2	18.18	18.18	45.45
Invisible Children	1	9.09	9.09	54.54
Save the Children	1	9.09	9.09	63.63
Uganda Police Force (CFPU)	2	18.18	18.18	81.81
International Labour Organization	1	9.09	9.09	90.9
Ministry of Gender, Labour and Social Development	1	9.09	9.09	100.0

<sup>19</sup> Uganda Bureau of Statistics (2010). The Urban Labour Force Survey 2009 Report, Kampala: UBOS

Total	11	100.0	100.0	
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### 4.3 Suggested and Recommended Measures to Contain the Situation of Child Labour

This subsection presents a way forward on addressing the problem of child labour.

#### 4.3.1 Way Forward on Reducing Child Labour

According to the research, respondents suggested various recommendations to address the problem of child labour in Uganda. For instance, it was suggested that the efforts to encourage children to attend school should be uplifted. Details about the way forward with regard to reducing children's involvement in the labour force in the urban informal sector in Uganda are listed down in Table 33 below.<sup>20</sup>

	Frequency	Percent	Valid Percent	Cumulative Percent
Encourage education for children.	1	9.09	9.09	9.09
Institutional reforms ensure that we have peace amongst families, communities should sensitize the people.	1	9.09	9.09	18.18
More sensitization on child labour to political leaders.	1	9.09	9.09	27.27
Political will, enforcement of laws, sustainable awareness on the dangers of child labour	1	9.09	9.09	36.36
Preventive measures, community should report any suspicious cases of child labour to the nearest police station.	1	9.09	9.09	45.45
Provision of alternative livelihood to poor families, involvement and retention of children in schools.	1	9.09	9.09	54.54

<sup>20</sup> The National Child Labour Policy 2006.

Sensitization of the community and informal sector, strengthening laws on child labour, ensure national labour identification to all employers in the country.	1	9.09	9.09	63.63
Strict laws governing child labour, children need to be educated more by their parents and should be responsible as well.	1	9.09	9.09	72.72
Strict laws, the education system should be expanded to include human rights and child rights curricular.	1	9.09	9.09	81.81
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.	1	9.09	9.09	90.9
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.	1	9.09	9.09	100.0
<b>Total</b>	<b>11</b>	<b>100.0</b>	<b>100.0</b>	

Table 7: Way Forward on Reducing Children's Involvement in the Labor Force in Tororo

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents a summary of observations, conclusions and recommendations of the study. It is hoped that the recommendations presented here will contribute to future making of policies geared towards combating child labour in general, and in particular, child labour in Tororo. These recommendations have been drafted to contribute to the challenge of halting social trends that result into the growth of child labour.

#### **5.1 Observation**

##### **I. Environment of the schools**

The environments of some schools are not good for Children. They lack sport areas. They schools are also far from the places where the children live, also punishment giving to the children

##### **II. Attendance of children**

Attendance of girls is low, since the parents want them to do house work.

Some also do a lot of child keeping or baby seating; the time to go to school is not there,

Lack of sanitary facilities: the toilets are not good and are very dirty.

##### **III. Performance of girls in school**

Since girls are doing a lot of work at home they have no much time for reading or preparing for papers. It gives them hard time to beat the boys during exams.

##### **IV. Teachers relationship**

The relationship between pupils and teachers is not conduct as some teachers are not motivated, poor payment, travel long distances and reach school when they already tired. Some teachers even call the parents of the pupil to encourage them to bring the children to school.

## 5.2 Recommendations

Prevention measures that are designed to reduce the rate at which children join work fare constitutes the most important component of a policy response to child labour. Clearly, sustainable reductions in child labour cannot be attained without addressing the factors causing children to enter work in the first place. As children are rarely responsible for their own choices, the design of preventive measures requires an understanding of factors influencing household decisions relating to schooling and work. The study therefore recommends the following:

### 5.2.1 Reducing household vulnerability:

The empirical results indicated that children's work frequently forms part of a household's strategy for dealing with risk, making them less vulnerable to losses of income arising from individual or collective shocks. Widespread poverty, a very limited social protection net and the impact of the HIV/AIDS crisis mean a very high degree of household vulnerability in Uganda. Reducing household vulnerability by expanding social protection is therefore a critical priority in the country.

- a. Developing and strengthening community-based social safety mechanisms is likely to yield needed benefits to vulnerable households in the short-term.
- b. Community-based measures such as micro-credit initiatives should be promoted and expanded, especially targeting poorest and HIV/AIDS-affected households.
- c. Support of orphans-let the government bring the program to help orphans to go school without paying school fees or for meal food.
- d. Amnesty of child employing-The government is to enforce the parents of these children to pay school fees or put the children to school.
- e. Comparing of parents to take law-let the police follow what is happened to children and give the parents warnings and try to counsel them
- f. Arresting those who employ young children- Let the government be serious on arresting those who give children work.
- g. Sensitization about the Universal Primary Education- it helps the children to go to school for free. And the number of pupils will increase in UPE School.

### **5.2.2 Reducing barriers to school access:**

There is broad consensus that the single most effective way to stem the flow of school age children into work is to extend and improve schooling, so that families have the opportunity to invest in their children's education and it is worthwhile for them to do so. The empirical results indicated that Ugandan working children are less likely to be attending school, and if enrolled in school, are more likely to drop-out prematurely. There is therefore a need to address the access and quality issues influencing parents "decisions to enroll and keep their children in school rather than in work, within the broader education reform framework.

**The government should practice the following services to attract the children stay in school:**

- a. Providing lunch
- b. Training teachers how to deal with pupils
- c. Providing scholastic materials, for example ball pens, exercise books, uniform etc
- d. Establish first aid services at each school to attend pupils who get ill or injury at school.

### **5.2.3 Deficiency of a Body of Ethical Principles**

The research results indicated that the Department of Labour Employment and Industrial Relations in the Ministry of Gender, Labour and Social Development lacks a body of ethical principles against child labour. Notwithstanding the presence of labour laws in Uganda, such ethical principles are deficient in that important organ of the state of Uganda.<sup>21</sup>

### **5.2.4 Ineffective Education Programmes**

Despite the introduction of the Universal Primary and Secondary Education Programmes in 1997 and 2007 respectively, it has been noted in the research findings that there are many children not enrolled in schools. The main reasons for this disorder are; the lack of school fees and the lack of scholastic materials, on the side of the parents and the employment of

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<sup>21</sup>Uganda Decent Work Programme, 2007. Final Text. ILO Office for the United Republic of Tanzania, Kenya, Somalia and Uganda 2007-2010



children. Though we can acknowledge that Universal Education increased the Net Enrolment Ratio to approximately 50% (DFID, 2010), the challenge that accrued out of this entailed limited facilities in terms of classrooms and the lack of teachers which later on led to child school dropouts. This spells out a deficiency in our education system, since even the newly introduced USE has not helped much in attracting more students from child labour to school.

#### **5.2.5 Poor Implementation of Labour Laws and Policies in the Country**

Uganda has enacted and ratified many policies and laws at the national and international level, but many of them have not been implemented to address the problem of child labour in the country. The limited implementation of these policies and laws including; the National Child Labour Policy (2006), the Children's Act, the Employment Act (2006), Education Act (2008), ILO Convention No. 182 on the Worst Forms of Child Labour and the UNCRC, spells out the increased magnitude of child labour cases in the country. Most of these laws are therefore redundant since they have not been implemented to address the problem of child labour.<sup>22</sup>

children are less likely to be attending school, and, if enrolled in school, are more likely to drop-out prematurely. There is therefore a need to address the access and quality issues influencing parents' decisions to enroll and keep their children in school rather than in work, within the broader education reform framework. Results elsewhere suggest that school incentive schemes that provide cash or in-kind subsidies to poor children conditional on school attendance offer one possible route in this context. Flexible schooling measures, such as adaptive school calendars and scheduling, have had success elsewhere in reducing drop-out through making school more accommodating of the exigencies of light work.

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<sup>22</sup> A Bequle and W.E Myers., 1995. *First Things First in Child Labour: Eliminating Work Detrimental to Children*. Geneva: UNICEF

### 5.3 Conclusions

An investigation into the relationship between child labour and the urban informal sector revealed that child labour was on an increase every day, and was estimated at a magnitude of over 2 million. Although more girls than boys participated in various activities in Uganda, Tororo, it was observed that all the children worked in order to supplement meagre family incomes. The lack of family income, and or its inadequacy explained the major reason why children were not in school – the lack of school fees. The children that engaged in different informal activities were exposed to health and safety risks and their right to education was highly compromised since the level of school attendance was affected by the time spent at work.<sup>23</sup>

The research findings also indicated that despite the existence of national, regional and international laws on child labour, there was a general lack of enforcement and implementation of the legislation. This further facilitated a breeding ground for the phenomenon of child labour.

Further, from the findings, there was a general wave of indifference among members of the community and the state. The fact that a legal framework was in place had been done to enforce it. On the other hand, the fact that the community looked at girl child labour as a positive investment and thus overlooking its negative implications little was done to report such cases and to deter from providing employment opportunities to the children. On the side of the child, ignorance of their rights further facilitated child labour and given the fact that children in domestic service were highly ‘invisible’, addressing the problem of child labour was far from over. The factors that have facilitated the persistent increase of children to participate in urban informal activities that have been mentioned in the preceding paragraphs are further classified and elaborated below;

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<sup>23</sup> United States Department of Labour's Bureau of International Labour Affairs: 2009 Findings on the Worst Forms of Child Labour

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## APPENDICES

### APPENDIX A: WORK PLAN

Activity	Duration	Commencement
Pre-study visit and preparation for the field	Two Weeks	1 <sup>st</sup> April-15 <sup>th</sup> April 2015
Data Collection	Two Weeks	30 <sup>th</sup> April – 15 <sup>th</sup> May 2015
Editing	Two Weeks	16 <sup>th</sup> May – 30 <sup>th</sup> May 2015
Data Analysis	One Week	3 <sup>rd</sup> June 2015 – 10 <sup>th</sup> June 2015
Report Writing	Two months and half	1 <sup>st</sup> April 2015 – 22 <sup>nd</sup> June 2015
Literature Review	Throughout the Study	Two months and half
Miscellaneous – One Week		Total time= 7 Weeks

## APPENDIX C: QUESTIONNAIRE FOR WORKING CHILDREN

1. Gender

▪ Male ☐

▪ Female ☐

2. Place of birth.....

3. How old are you?

▪ 6 years and under ☐

▪ 7-11 ☐

▪ 12 years and over ☐

4. How many brothers and sisters do you have?

▪ 2 and less ☐

▪ 3-5 ☐

▪ More than 5 ☐

5. Do you live with your parents or a guardian?

▪ Parent ☐

▪ Guardian ☐

▪ Place of safety ☐

6. Do your parents work?

▪ Yes ☐

▪ No ☐

▪ Some times ☐

7. Why are you not in school today?

.....

.....

.....

.....

8. How often do you attend school?

▪ Everyday ☐

▪ Once or twice ☐

▪ Three times ☐

▪ Not at all ☐

10. What would you like to become?

.....  
.....  
11. Do you think you can still achieve this if you do not attend school?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
12. What do you do when you are on the streets during the day?

.....  
.....  
.....  
.....  
13. How much do you earn every day?

.....  
14. Where do you sleep at night?

- At home
- In a home
- On the streets

15. How would you want government to help you

.....  
.....

*Thank You!*