

**CONSTRAINTS IN THE IMPLEMENTATION OF CHILD LABOUR POLICY BY
EDUCATION STAKEHOLDERS IN PAKWACH TOWN COUNCIL,
NEBBI DISTRICT, UGANDA**

A thesis

Presented to the School of Post

Graduate Studies and Research Kampala

International University

Kampala, Uganda

In Partial Fulfillment of the Requirement for Masters Degree in
Educational Management and Administration

By:

Abdul Kali Wadriff

MED/42929/92/DU

NOV, 2011

DECLARATION A

"I, Abdul Kali Wadriff, hereby declare that this thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".



Name and Signature of Candidate

Date



DECLARATION B

"I confirm that the work reported in this dissertation was carried out by the candidate under my supervision".

Name and Signature of Supervisor

Date

APPROVAL SHEET

This dissertation entitled" **Constraints In The Implementation Of Child Labor Policy By Education Stakeholders In Pakwach Town Council, Nebbi District, Uganda** " prepared and submitted by **Abdul Kali Wadriff** in partial fulfillment of the requirements for the degree of **Master of Education in Educational Management and Administration** has been examined and approved by the panel on oral examination with a grade of PASSED.

Name and Sig. of Chairman

Name and Sig of Supervisor

Name and Sig. of Panelist

Name and Sig. of Panelist

Name and Sig. of Panelist

Date of Comprehensive Examination: _____

Grade: _____

Name and Sig of Director, SPGSR

Name and Sig of DVC, SPGSR

DEDICATION

This research is dedicated to my beloved wife Safia and my children especially Radhia, who missed my company during the time of my study.

ACKNOWLEDGEMENT

I am greatly honored to extend my most heartfelt gratitude to the people who helped me develop this research report.

First and foremost, I thank Almighty Allah for the courage and different categories of help including financial, moral and spiritual guidance among others that he rendered to me which led to completion of the course.

Thanks go to Professor Munakukaama Nsereko who professionally supervised the research process.

I shall not forget my brother Ahmad Wadriff who gave me a warm brotherly support morally and financially to enable me pursue Diploma, Degree and now the Masters programs.

I am also indebted to the Head teachers and the teachers of the sampled schools, especially Pakwach Public Primary School, who responded positively towards my request to collect data for my thesis.

Lastly but not least, my sincere gratitude goes to my wife Safia Abdul Kali for her efforts and endeavor in upholding our family for the period I have been in the course.

TABLE OF CONTENTS

Title	i
Declaration A	ii
Declaration B	iii
Acknowledgement	iv
Dedication	v
Table of contents	vi
List of Tables	ix
List of acronyms	x
Abstract	xi
CHAPTER ONE: THE PROBLEM AND ITS SCOPE	1
Background to the study	1
Statement of the problem	5
Purpose of the study	5
Objectives of the study	6
Research questions	6
Scope of the study	7
Significance of the study	7
Operational definitions of terms	8
CHAPTER TWO: LITERATURE REVIEW	9
Introduction	9
Policy implementation	9
Awareness of the child labour policy	10

Enforcement of the child labour laws	10
Effects of child labour on pupils' school attendance	13
Theoretical perspective	15
Related studies	16
CHAPTER THREE: RESEARCH METHODOLOGY	19
Introduction	19
Research design	19
Research population	19
Sample size	19
Sample procedure	19
Research instruments	20
Validity and reliability of instruments	20
Data gathering procedure	21
Data analysis	21
Ethical considerations	21
Limitation of the study	22
CHAPETER FOUR: PRESENTATION ANALYSIS AND INTERPRETATION OF DATA	23
Introduction	23
Research question 1	23
Research question 2	25
Research question 3	28
Research question 4	30

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS	32
Discussion of findings	32
Conclusion	35
Recommendations	35
 REFERENCES	 37
APPENDICES	41
Appendix 1: Transmittal letter	41
Appendix II: Acceptance letter	42
Appendix III: Questionnaire for Education stakeholders	43
Appendix IV: Check list	46
Curriculum Vitae	47

LIST OF TABLES

Table I: Sample size	19
Table II: Profile of the respondents	23
Table III: Extent of constraints in the implementation of child labour policy	26
Table IV: Extent of implementation of child labour policy	29
Table V: Relationship between extent of implementation of child labour policy and the extent of constraints in the implementation of the child labour policy	31

LIST OF ACRONYMS

- AVSI-** Association Volunteer Service International
- EFA-** Education For All
- IDP-** Internally Displaced People
- ILO-** International Labour Organization
- IRC-** International Rescue Committee
- KIU-** Kampala International University
- KURET-** Kenya, Uganda, Rwanda, Ethiopia Together
- LRA-** Lord Resistance Army
- ORACLE-** Opportunity or Reducing Adolescent and Child Labour through Education
- PTA-** Parents Teachers Association
- UPE-** Universal primary Education
- US-** United States of America
- SMC-** School Management Committee
- OVC-** Orphans and Vulnerable Children
- MGLSD-** Ministry of Gender Labour and Social Development

ABSTRACT

The study was designed to find out the constraints in the implementation of child labour policy by education stake holders in Pakwach town council. it was guided by four objectives; to determine the profile of the respondents, to establish the extent of implementation of child labour Policy, to determine the extent of constraints in the implementation of the child labour policy in Pakwach Town Council Primary schools, and to find the relationship between the child labour policy and the level of constraints in the implementation of child labour policy. Using descriptive corelational design with a sample of 168 respondents, the study found out that the extent of constraints that impede the implementation of child labour Policy is high. The study further found out that the extent of implementation of the child labour Policy is fair. The study finally found out that there is a significant positive relationship between extent of implementation of child labour Policy and the extent of the constraints in the implementation of this Policy. The study therefore recommended that; the government and the community should effectively integrate child labour and other related issues into their programs. Issues such as poverty alleviation should be tackled concurrently with child labour in an effort to bring an end to the practice, sensitization of the community on the objectives and implementation strategy of child labour is an important factor in a drive to end the practice. The government should therefore embark on effective sensitization exercise through meetings, workshops and seminars in order to create awareness of the objectives and implementation strategy of the policy within the community, and finally that social, cultural and political groups, supported by NGOs, should intensify on advocacy against child labour. This could be directed towards informing the community about the negative impact of child labour on school attendance of the pupils.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background to the study

Childhood is the most innocent stage of human life. It is that phase of life where a child is free from all tensions. It is preoccupied with loving, playing, and learning new things. It is the sweetheart of the family members. But this is only one side of the story. The other side is full of tension and burden. Here, the innocent child instead is an earning machine of the family, working the entire day in order to satisfy the needs and wants of the family. This is child labour, (Amjagarwal 2009).

Child labour is one of the world's age-long phenomena as explained by Pakhare (2010). It is believed that during 1780 and 1840, there was a massive increase in child exploitation. During the Industrial revolution, it was very common to find children working in factories. In 1788, more than 60% of workers in textile mills of England and Scotland were children. Many laws were passed to eradicate child labor, but hardly succeeded. By then, many people were aware of the increasing demand for educated workforce and the people of upper class had started to rule over the poor children. The demand for educated workforce provided all the extra reasons for children to join school. But there were parents, who could not afford to send their children to schools, and hence children volunteered to work in factories, mines, mills etc. Involvement in long working hours with more intensity was the dream each child had, and this would mentally challenge them.

As child labour continued in different forms, international and national institutions responded to the problem by studying its nature, extent and magnitude so that laws could be made to protect the children. For instance, the 2006 ILO Global report on child labor found 49.3 million children economically active in Sub-Saharan Africa. This region has the greatest percentage globally of working children: 26.4% of children between the ages of 5-17 years were working.

Child labour reached its peak in northern region during the insurgency caused by Lord Resistance Army (LRA) of Joseph Kony. The war led to displacement of people from Acholi sub-region to neighboring districts including Nebbi, especially Pakwach town council. Condition of living became difficult, education of pupils was disrupted, and most children resorted to cheap labour, young girls indulged into commercial sex to earn a living for their families. The US department of state report (2006) indicated that, high incidence of HIV/AIDS left many orphans, resulting to child headed homes. The orphans drop out of school to work for survival and to fend their siblings.

The impact of the LRA war was still being felt in Pakwach town council, as many people refused to go back to Acholi due to trauma caused by the war. People of Pakwach town council depend on fishing in the river Nile. However, the number of fish had reduced tremendously due to overfishing, and the small sized fishing nets being used. Due to the fore-mentioned problem, the implication contributed significantly to child labour in Pakwach Town Council as parents decided to use their children for alternative means of family income

However, in view of the problem of child labor, the government of Uganda in the recent past responded to the plight caused as a result of child labour, by introducing child labor policy and acknowledged that a prosperous modernized Uganda will thrive by investing in children, and that child labour, especially in its worst form, violates the dignity of the children and hinders the realization of the national development goal. The government has also realized the close link between elimination of child labour and other important national concerns, including eradicating poverty, improving accessibility to education, and reducing the impact of HIV/AIDS pandemic.

The National Child Labour Policy was adopted in 2006, and wherein, it was observed, "child labour is one of the main sources of child abuse, exploitation and potential threat to the health, safety, moral and psychological development of children. It was stated that the main thrust of the policy in question was to guide and promote sustainable action aimed at progressive elimination of child labour starting with the

worst form. The coverage of the National child Labour policy is adequate in that the essentials are included, such as the objectives, strategies for implementation and the implementers.

The objectives of the policy are to: i) integrate child labour issues in to national and community-level programs; ii) establish framework for coordinating, monitoring and evaluating child labor programs; and iii) encourage efforts to eliminate child labour.

In line with the stated objectives, the policy includes: protective, preventive and rehabilitative strategies for its implementation. By way of elaboration, the preventive category includes: advocacy and awareness raising, poverty and HIV/AIDS, access to education and vocational training. Protective strategy includes: legislation and enforcement of the policy, while Rehabilitative strategy includes: withdrawal, rehabilitation and alternatives for livelihood for the children and their families. Other strategies are: capacity building, coordination and networking, national data base establishment and resource mobilization.

Precisely, a set of five measures were put in place for the implementation of the child labour policy. These are: i) advocacy and awareness creation covering comprehensive sensitization of stakeholders such as head of schools, local authorities, school management committee, PTA, through meetings, workshops and seminars; ii) gathering information about the trend of child labor and reporting the implementation of the policy through formal modes of monitoring; iii) deliberate integration of the implementation of the existing poverty reduction programs with child labor policy; iv) enforcing the policy through legal procedures and v) funding to facilitate activities aimed at sensitizing the stakeholders.

As regards the question of implementation of the child labour policy, the Ministry of LGSD charged with enforcing child labour laws, investigates child labor complaints through District Labor officers and houses a child labor unit. Local governments are also empowered to investigate child labour complaints. Other actors in ending child labour include: Local council (secretary for children affairs) who is given the responsibility of

protecting children in their areas or village by identifying child labour and reporting to the local council court; the employers and their organizations, workers and their organizations/Labour Unions, non-governmental organizations (NGOs), local communities and local leaders, parents, teachers youth and the children.

In accordance with the national child labour policy, the government of Uganda signed many international and regional treaties that prohibit child labor, among others, include: the ILO convention No. 182 on the worst form of child labor (1999), The ILO convention No. 138 on the minimum age for admission to employment (1973), the United Nations convention on the rights of the child (1989), the UN protocol to combat use of children in armed conflicts, the African charter on the rights and welfare of the child (1991), and the Optional Protocol on selling and exploitation of children. The National Constitution of Uganda 1995, Article 34(4) provides, "children are entitled to be protected from social or economic exploitation and shall not be employed or required to perform work that is likely to be hazardous or to interfere with their education or to be harmful to their health or physical mental, spiritual, moral or social development"

The major labour laws are the Employment Act 2006 No. 6 and occupational safety and Health Act. No.9, 2006. Section 33-34 of the Employment Act 2006, among others, sets the minimum age for employment at 14 years. Children between the ages of 12 and 14 may engage in light work that does not hinder their education and is supervised by an adult over 18. Children under 12 are prohibited from working in any business or workplace. The law states that no child may be employed in hazardous work or between 7 p.m. and 7 a.m. The children's Act Cap 59 (2000) provides an overarching legal framework for child protection in Uganda. The Act states "no child shall be employed or engaged in any activity that may be harmful to his or her health, education, mental, physical or moral development".

Under the Employment Act No. 6 2006, violation of the provisions of the law is punishable with a fine of 240 currency points. Each currency point is equivalent to Uganda Shillings 20000 (twenty thousand). Related offences cover detaining person with sexual

intent, which is punishable up to 7 years imprisonment; trading in slaves which is punishable by up to 10 years imprisonment; and defilement, "defined as having sex with a minor", which is a punishable offence with a range of sentence leading up to the death penalty.

In spite of the availability of a clear policy of child labour, and significant comprehensive supportive law, child labour in Pakwach Town Council appears to be a big problem, not only socially but with regards to school attendance of children.

In view of the foregoing description of the child labour situation, it can be reasonably assumed that child labour in the Northern Region of Uganda still persists adversely in regard to school attendance in Primary schools of Pakwach Town Council.

Statement of the problem

According to the underlying assumption in question, there seems to be serious doubt about the implementation of the child labour policy. Thus the problem of the proposed study consists in determining the nature of constraints in the implementation of child labor policy in Pakwach Town Council. Conversely, what are the possible kinds of factors constraining the implementation of child labor policy in Pakwach Town Council?

Purpose of the study

The purpose of this study is to bring out the pattern of constraint regarding the implementation of child labour policy by education stakeholders in Pakwach Town Council, Nebbi district.

Objectives of the study

The study is guided by the following objectives:

1. To determine the profiles of the respondents as to age, gender, level of education and marital status.
2. To establish the extent of implementation of child labour policies in the communities and schools in Pakwach Town Council Primary schools
3. To determine the extent of the constraints in the implementation of child labour policies in Pakwach Town Council Primary schools
4. To determine if there is a significant relationship between the child labour policies and the level of constraints in the implementation of child labour policies.

Research questions

1. What are the profiles of the respondents as to age, gender, level of education and marital status?
2. What is the extent of implementation of the child labour policies in the communities and schools in Pakwach Town Council Primary Schools?
3. What is the extent of the constraints in the implementation of the child labour policies?
4. Is there any significant relationship between the extent of implementation of child labour policies and the level of constraints in the implementation of the child labour policies in Pakwach town Council Primary Schools?

Scope of the study

i) Geographical scope

The study was conducted within Pakwach Town Council in Nebbi district, Northern Region of Uganda. This is a region of Uganda where LRA war had a lot of impact especially on the children and women. Nebbi district is bordering with Acholi sub-region to the east, bunyoro to the south, Democratic Republic of Congo to the west and Arua district to the north. Pakwach Town Council is a gate way to the district of Nebbi.

ii) Content scope

The study was concerned with the nature of possible constraints in the implementation of child labor policy by education stakeholders (teachers and members of SMC) in Pakwach Town Council, Nebbi district.

iii) Time scope

the study was conducted between April and September October 2011

iv) Theoretical scope

This study was based on the theory of personal development proposed by Erikson (1963).

Significance of the study

The result of this study is expected to be of value to the following categories of people:

The result will help the school administrators and managers to identify the causes of poor performance brought about by child labor and find ways of addressing them.

The parents will be able to understand the negative impact of child labor on educational performance of their children, and know that it is their responsibilities to join hands with other stakeholders in order to implement the child labor policy set by the government.

Teachers will be able to identify the causes of poor performance of pupils which results from child labor and find solution to the problems.

Policy makers (the government and political leaders) will be able to formulate better strategies for the implementation of the child labor policy for effective results.

Non-governmental, Religious, and other charity organizations that are advocating against child labor will be convinced by the results so that they foster ways of controlling it.

The findings of the study can be a basis for further research in similar subject; it can also provide literature review for future research.

Operational definition of terms

Terms are operationally defined as follows:

Academic performance is the total involvement of the child or youth in the school environment which includes social and emotional development, communication and participation in the classroom as well as out of class activities.

Child labor is the exploitation of the underage children in any form forcing them to work illegally, which harm or abuse them.

Education stakeholders: In accordance with this study, education stakeholders are teachers and members of SMC at school level.

Policy is a broad statement that reflects future goals and aspirations and provides guidelines for carrying out those goals.

CHAPTER TWO

LITERATURE REVIEW

Policy implementation

Policy is a course of action intentionally undertaken with specific purpose in mind, (Owolabi, 2005). In its simplest form, policy refers to a broad statement that reflects future goals and aspirations and provides guidelines for carrying out those goals. Hills (1993) defined policy as the product of political influence, determining and setting limits to what the state does. When government takes a decision to choose a course of action in order to solve a social problem and adopts a specific action for its planning and implementation, it is known as public policy (Anderson 1975). Rose (1969) argued that policy making is best conveyed by describing it as a process, rather than as a single, once-for-all act. This process involves negotiations, bargaining and accommodation of many different interests, which eventually gives it a political flavor. Programs are formulated and implemented, and inter organizational dependencies and interactions take place.

According to Ministry of Labour Gender and Social Development (MLGSD), (2006); to achieve the goal of eliminating child labour, more efforts will be directed at increasing public awareness on risks, dangers and other negative effects of child labour, integrating child labour issues in National and district programs, stimulating collective and concerted actions at all levels of society and providing a legislative and institutional framework to eliminate child labour.

Successful implementation of educational policy, as observed by Owolabi (2005), requires the mobilization of political support. He further noted that, systematic experimentation and recorded experience show that involving people to be affected by the policy in the planning implementation and evaluation process will make the policy more acceptable and its implementation more successful. It is now recognized that in

order to combat child labour effectively, policies should be formulated in an informed understanding of its cause, roles and implication (Mwebaze (2010).

However, Lane (2002) argued that, economic development is necessary condition for policy implementation, yet human development or the improvement in the quality of life can only occur when there is political stability. Uhegbu (2009) observed that the problem hindering the formulation of viable information policy for Nigeria includes; among others, the unstable nature of the countries' economic social and political environment. According to Owolabi (2005), the implementation often runs into problems when the policies are based on utility to political leaders, reward to political supporters, and revenge on political opponents. Policies also fail at the implementation stage because they are not justifiable and should not have been made at all. But policies that are justifiable can still fail if the management of the implementation is poor.

Awareness of the child labour policy

According to US report on youth labour force (2000), it was observed that in order to help teens have safe and constructive experience, safe work/safe kids employs a comprehensive strategies of enhanced, targeted enforcement, increased compliance in education and out rich, construction of strong partnership and creation of heightened public awareness.

In Africa, children are normally treated as mini adults; from an early age every child will have task to perform in the home, such as sweeping or fetching water. It is also common to see children working in shops or on the streets. Poor families will often send their children to a richer relation as a housemaid or houseboy in the hope that he will get an education, (Vaknin 2009).

According to Bennet, Hodne and Sherer (2010), the international Labor Organization (ILO) estimated that 246 million children age of 5-17 years currently work under

conditions that are considered illegal, hazardous, or extremely exploitative. Underage children work at all sorts of jobs around the world, usually because they and their families are extremely poor. Large numbers of children work in commercial agriculture, fishing, manufacturing, mining and domestic services. Some children work in illicit activities like drug trade and prostitution or other traumatic activities such as serving soldiers. Children involvement in child labor is a violation of nation's minimum age law, prevents them from school, undermines labor standards, threatens children physical, mental and emotional wellbeing and involves them into labor abuse such as slavery, child trafficking, debt bondage, forced labor and illicit activities.

However, Werner (2006) argued in favor of child labor. He stated that in many impoverished locales, child labor is all that stands between the family and unit and all pervasive, life threatening, destitution. Child labor declines markedly as income per-capita grows. He asserted that, to deprive these bread earners the opportunities to lift themselves and their families incrementally above malnutrition, diseases, and famine is an apex of immoral hypocrisy. Just because they are under age does not mean that we should completely reject them, they have a right to survive. You can't just say that they can't work, you have to provide alternatives. He argued that, stopping child labor without doing anything else could leave them worse off. If they are working out of necessity, as most of them are, stopping them could force them into prostitution or other employment with greater personal dangers. The most important thing is that they be in school and receive the education to help them leave poverty.

Poor countries rarely prefer education on regular basis to more than two thirds of their eligible school going age children, as stated by Vaknin (2009). This is especially true in rural areas where child labor is widely spread. Education especially of women is considered un-affordable luxury by many hard pressed parents. He observed that, in many cultures work is still considered indispensable in shaping the child's morality and strength of character and in teaching him or her trade.

Beyond the basic need for education to support oneself and family in later years, many social ills appear in the vacuum of free and accessible education. (Wasserman, 2000), noted that paying school fees is impossibility to many families struggling to make ends meet, especially on light of the ongoing food crisis and when faced with burden of HIV/AIDS in their families and community. School fees abolition is necessary to ensure that children are able to receive education.

Enforcement of the child labour law

Success in the implementation of child labour, as noted by Villamil (2010), involves a comprehensive approach, requiring better enforcement of the child labour laws complemented by policies and programs to alleviate poverty, achieve sustained growth, provide educational access especially to the children of the poor household and help poor households achieve their desires. Human rights Watch (1996) report citing Indian Government policy, noted that "no enforcement data for child labour laws are available: A glaring sign of neglect of their duties by officials charged with enforcing child labour laws is the failure to collect, maintain and disseminate accurate statistics regarding enforcement effort."

However, the policy implementation of child labor is not straight forward. For example an outright ban on child labor would be a substantial short term cost to the economic welfare of the household and in very poor regions; the alternative to work may be to suffer acute hunger or starvation.

Analyzing child labour and children's human capital formation, Fan (2004) noted that children's labour market participation raises the financial resources spent on their education; a small increase in child labour may enhance children's human capital. He also showed that in poor economy, the laws that punish or partially deter child labour may result in children working more and accumulating less human capital.

Effect of child labour on pupils' school attendance

Meers (1989) defined academic performance as the total involvement of the child or youth in the school environment which includes social and emotional development, communication and participation in the classroom as well as out of class activities.

Some emotional and behavioral disorders as noted by Armrod (2003), are believed to result from environmental factors such as child abuse, inconsistency parenting practices, stressful living condition, and exposure to violence and family or alcohol abuse. Abraka (2010) found that 22% of student's academic performance was influenced by attending classes in secondary schools of Delta State of Nigeria. He therefore identified that increase in attendance will also increase academic performance of students. The low attendance of Egyptian girls relative to boys, as observed by Assat et al (2003), appear to be associated with a substantial domestic work burden on girls. However, Levison and Moe (1996), using previous data in Mexico, document that whether there is tradeoff between schooling attainment and work depends on whether work includes domestic work especially for girls.

On sensitivity of attainment to work, Ray (2003) observed that an additional hour of wages work in Ghana is associated with more than a year less completed educational attainment. Psachaoropolos (1997) noted that children in wage work in Bolivia have nearly a year less completed schooling than non working children and that, working children in Venezuela have almost 2 years less attainment. Reading and mathematics test score are substantially lower among wage working children, as observed by Heady (2003). Consequently, Eric (2007) noted that the countries with lowest school attendance rates have the highest incidence of idle children who neither work nor attend schooling.

According to Wamakuyu (2010), over 2.7 million children in Uganda are involved in child labor, of these 35% work and attend classes at the same time, 3% percent work without going to school, about 4.7% were neither involved in work nor attend school.

Bataningaya (2010) found that about 60% of UPE pupils who start primary school complete Primary seven (P7). However, out of 1,712,420 pupils, who started P1 in 2002, only 516,890 pupils sat PLE in 2009, representing only 30%. The ministry's statistics indicate that the rest repeat or drop out. It also revealed that distribution of pupils by class, P1 25%, P2 25%, P3 16%, P4 14%, P5 13%, P6 10% and P7 6%. It attributed the drastic decline to the following reasons, lack of interest 46%, family responsibility 15%, sickness 12%, employment 4%, marriage 4%, school fees 3%, pregnancy 2%, dismissal 1% and others 13%.

Child labor is a facet of poverty their connection is well entrenched in the empirical literature. The dilemma is whether this child labor is efficient from economic point of view and whether it is a hindrance on the child achievement at school and personal development. The conventional argument for government intervention in child labor market is based on the existence of externalities-parents do not fully internalize the positive externalities accruing from higher educational attainment to their children and hence under provide in terms of education for their offspring, (Annabel, 2008).

US department of state, country report (2006), on war in northern Uganda, noted that the orphans drop out of school to work to survive and to fend their siblings. Children from northern Uganda and Southern Sudan were abducted by (LRA) and trafficked to Eastern Republic of Congo and other areas within Northern Uganda and Southern Sudan. Upon being abducted, they are forced to become cooks, porters, agricultural workers, soldiers and guards. Many were also beaten, raped and required to participate in the murder of other children who attempt to escape.

Child labor is perceived to be a serious problem, as it is believed to be destructive to children's intellectual and physical development especially that of young children. The danger is exacerbated for those children who work in hazardous industries. This is the theory behind the child labor trap. If a child is employed all through the day, the child remains un- educated and subsequently has low productivity as an adult. So child labor can directly contribute to adult un-employment in developing countries. A major caveat

is that there is very little treatment of such long term dynamic consequences of child labor (Annabel 2008).

Theoretical perspective

This study is based on the theory of personal development proposed by Erikson (1963). He described a series of eight psychosocial stages through which people proceed over the course of development. This includes: Trust versus Mistrust (infancy), Autonomy versus shame (toddler years), Initiative versus Guilt (Pre-school years), Industry versus Inferiority (Elementary school years); Identity versus Role confusion (Adolescence); Intimacy versus Stagnation (Middle Age); and Integrity versus Despair (Retirement). Each stage presents a unique developmental task, and the way an individual deals with each task has a particular impact on that individual personal development.

The fourth stage of development according to Erikson is industry verses inferiority at elementary school years. When children reach elementary school, they are expected to master many new academic skills, and they soon learn that they can gain the recognition of adult through their written assignments, art projects, dramatic productions, and so on. When children are allowed and encouraged to make and do things and when they are praised for their accomplishments, they begin to demonstrate industry-a pattern of working hard, persisting at lengthy tasks, and putting work before pleasure. But when children are punished for their efforts or when they find that they can't meet their teachers and parents expectations for their performance, they may develop the feelings of inferiority about their own abilities, (Ellis 1996).

According to Easton's theory of policy making (1965), political system model can be employed to explain the policy making process of developing countries. Easton's political modal views the policy process as a political system responding to demands arising from its environment. The political system as defined by Easton is composed of those identifiable and interrelated institutions and activities in a society that make

authoritative decision (or allocation of values) that are binding on society. He explains that the environment provides inputs to the decision process/political system in the form of demands and supports. Inputs into system are provided through outside interests especially from pressure groups, consumer groups and interest groups. These environment inputs are converted through the political system into output or policies.

Relevance of the theories

The constituents of the stated problem, therefore, is related to the theories in that Child labor is believed to have impact on the child that affects his/her physical, social and intellectual development, since the child strives hard to make sure that he fulfills the expectations of his parents, as stated by Erickson. It becomes more severe when the parent makes the child to become the bread winner of the family. Parents are assumed to be the highest factor that continuously influences child labor. It therefore has impact on the child including academic performance and socio economic effects among others.

In regards to Easton's theory, input into the formulation of the child labour policy came about as a result of outside interest from international and national pressure groups and interest groups. These inputs were then converted through the political system into output or child labour policy. For instance, the government of Uganda signed international and national treaties regarding control and eradication of child labor, and came out with the National Child Labour Policy.

Related studies

According to Ministry of Gender Labour and Social Development (GLSD), (2006), one of the factors that influence child labor in Uganda is the high rate of (3.3% per annum) population growth. Statistics show that Uganda has a rapid growing population. The Uganda population and housing census 2002 indicated that Uganda's population was 24.4 million. This means that Uganda was adding approximately over one million

people per year. If this trend is unchecked, the projected population of Uganda would be 51.9 million people in 2025. Almost 56% of the population was below the age of 18 years and 49% was below the age of 15 years. The health and socio economic status of this large segment of the population would have major implication for the nation's overall development and welfare of children.

Child labour is widely spread in Uganda. According to government figure, household census (1999), 2.7 million of Ugandan children age 5-17 years old were involved in some kind of work and may have to miss schools to go out for work instead, while many were putting themselves in arms way. Available statistical information (UBOS, Labor Force Survey 2003) indicated that there were 1.5 million working children. The difference in methodology and definition made it difficult to track exact changes in child labor overtime.

Mugisha and Lubwama (2008) had reported that a whopping 2.7 million children in Uganda was subjected to hazardous child labor. According to MGLSD, one out of three children age 5-17 was forced to work either because they were forced by their parents or poverty.

Report survey published by aid agency, the International Rescue Committee (IRC) and AVSI foundation (2006) showed that 15% of children in Northern Uganda were involved in harsh, dangerous labor such as breaking stones, collecting firewood and prostitution. Other forms of identified child labor were carrying of luggage to markets and stores, digging, working as housemaids, selling foods and drinks by the road side, at market places or kiosks, making bricks, brewing alcohol, washing clothes and keeping cattle, ferrying bricks at construction sites.

A study carried out by KURET (2005); found the situation of child labor in the conflict affected areas of northern Uganda particularly acute. 60% of children were engaged in child labor. The conflict created extreme economic hardship in IDP camps and other settings, which put children at higher risk of child labor. US department of state (2006) noted that, upon being abducted by LRA, children were forced to become

cooks, porters, agricultural workers, soldiers, sex slaves or guards. Many were also beaten, raped and required to participate in the murder of other children who attempted to escape.

Bataningaya (2010) found that about 60% of UPE pupils who start primary school complete Primary seven (P7). However, out of 1,712,420 pupils, who started P1 in 2002, only 516,890 pupils sat PLE in 2009, representing only 30%. The Ministry's statistics indicate that the rest repeat or drop out. The statistics in question also revealed that distribution of pupils by class, P1 25%, P2 25%, P3 16%, P4 14%, P5 13%, P6 10% and P7 6%. It attributed the drastic decline to the following reasons, lack of interest 46%, family responsibility 15%, sickness 12%, employment 4%, marriage 4%, school fees 3%, pregnancy 2%, dismissal 1% and others 13%.

CHAPTER THREE

RESEARCH METHODOLOGY

Research design

The study employed the descriptive correlational design to determine the constraints in the implementation of child labor policy in Pakwach Town council, Nebbi district. It involved both quantitative and qualitative methods of data collection.

Research population

The population of the study involved parents' representatives (SMC), teachers (including Head Teachers) in schools of Pakwach Town Council as shown in the Table below.

Table 1
Sample size

Category	Population	Sample
SMC members	60	60
Teachers	108	108
Total	168	168

Source: Primary data

Sampling procedure

The procedure employed in this study was census sampling of all the primary schools in Pakwach Town Council, and the respondents which involved the education stakeholders (teachers and members of SMC)

Research instruments

The instruments used for collection of data were of two types, viz., closed-ended questionnaire and check list.

Teachers and SMC members completed questionnaires consisting of five sections based on researchers own design instrument. Section A captured demographic information of the respondents, section B contain four items on integration of child labour issues into government and community programs, Section C contains three items on implementation of child labour policy through enforcement of the relevant laws, Section D contains four items on awareness of child labour policy by education stakeholders, and section E contains five items on effect of child labour on pupils' school attendance. For each item, the respondent indicated their degree of agreement or disagreement. The second source of data was the check list which was used to collect data on enrolment and school attendance of the pupils from the school registers.

Validity and reliability of instruments

Validity of an instrument represents the degree in which a test measures what it is purported to measure. It is also the degree to which instruments reflects adequacy or appropriateness (Barrow and Millium 1986). Therefore, a questionnaire is termed valid when it measures the intended parameters. Or this study, the researcher conducted a pilot study in two schools at the neighboring sub-county of Panyango. This pilot study enabled the researcher to improve the instrument to collect the intended information.

The reliability of an instrument is the consistency with which it measures whatever it is measuring (Aryet al 1999 & Mugenda and Mugenda 1999). Piloting of the study was carried out in the schools of the targeted population to test the reliability of the instruments. The results obtained showed that the instruments were reliable and capable of yielding consistent results after repeated trials.

Data gathering procedure

After obtaining a letter of introduction from the SPGRS Kampala International University, the researcher travelled to the area of the study and requested for permission to carry out the study from the Head teachers. The secretary for the Head teachers' Association, Pakwach Town Council gave a clearance and a letter of acceptance for the researcher to carry out the study. The researcher delivered the questionnaires to the Deputy Head Teachers for distribution to the various teachers, which was collected after one week. The researcher travelled to the homes of the SMC members after obtaining their list and addresses from the Head Teachers. The questionnaires of the SMCs were filled in presence of the researcher due to the fact that some of the SMC had inadequate formal education to enable them answer the questions on their own. The researcher therefore assisted them in translating the questions.

After collecting the questionnaires, the researcher travelled from school to school to collect information using the check list. All the data collected were coded and frequency tables were used for presentation and analysis.

Data Analysis

Frequency tables and percentage distribution were used to determine the profile of the respondents. The means were used to measure the levels of constraints and the level of implementation of the child labour policy. The following mean ranges were used to arrive at the mean of the individual indicators and interpretation:

A. For the level of constraints and levels of implementation of child labour policies

Mean Range	Response Mode	Interpretation
3.24-4.00	strongly agree	Very high
2.50-3.25	Agree	High
2.26-2.49	Disagree	Fair
1.76-2.25	strongly disagree	Poor

Limitation of the study

This study though successful, was limited by the following factors:

There was a challenge of finding up to-date data on the summary of pupils' attendance, school dropouts and pregnancy cases due to unclear records. The researcher therefore made a summary out of the daily attendance registers. Record on school dropouts and pregnancies was found for only 2011, at Pakwach Town Council Offices.

Many parents (SMC) have inadequate formal education to enable them to answer the questionnaire by themselves, however the researcher had to travel to the home of each member to administer and translate the questions.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter has to do with the presentation and analysis of the data collected from teachers and members of the SMC through questionnaires, interviews and check list. The responses were grouped under research questions, tabulated and scored in percentages. The interpretation of data appears under each table.

Research question I: *What is the profile of the respondents as to age, gender, academic qualification and marital status?*

Data was taken to determine the profile of the respondents (teachers and members of SMC) in the schools of Pakwach Town Council. The results was tabulated and scored in percentage as shown in Tables below.

Table 2
Profile of the respondents

Age	Frequency	Percentage
Below 20	4	2.4
21-30	36	21.4
31-40	57	33.9
41-50	48	28.6
Above 50	23	13.7
Total	168	100.0
Gender		
Male	109	64.9
Female	59	35.1
Total	168	100

Highest Academic Qualification		
Primary	23	13.6
O' Level	19	11.3
A' level/ Grade III	73	43.5
Diploma	47	28.0
Degree	6	3.6
Total	168	100
Marital Status		
Married	133	79.2
Single	35	20.08
Total	168	100

Source: Primary data

Majority of the respondents (33.9%) fall under the age bracket of 31-40 years, this is mainly due to the fact that many teachers were within the middle age. It also shows that only 13.7% were above the age of 50. This means few teachers and other civil servants within the SMC were approaching retirement age of 60 years.

In terms of gender, The numbers show that there were more male (64.9%) than female (35.1%) in both teaching profession and among the SMC members. This is because more male students opt to offer training as teachers and get employed rather than remaining un-employed, after completion of 'A' and 'O' level. Likewise, most female tend to ignore leadership position within the community.

With respect to academic qualification, The information (on the table above) shows that majority of the respondents (43.5%) had academic qualification of A level or, its equivalence, Grade III certificate. However, there were few holders of degree as shown by only 3.6%. The number of this qualification had gone relatively high due to the fact that all the teachers in Pakwach Town Council were qualified with a minimum of Grade III teaching certificate. This is because the government of Uganda has been

making efforts to phase out un-qualified teachers and recognizes the minimum requirement for teaching profession in Primary Schools as Grade III certificate.

As regards marital status, it was found that 79.2% of the respondents were married. This indicates that teachers and SMC members have responsibilities as family heads which could help them understand the difficulties children were going through in terms of education. Only 20.8% of the respondents were not married.

The independent variable of the study

The independent variable in this study was constraints that impede the implementation of child labour policy. It was measured using twelve items in the questionnaire. The respondents were asked to give their views on this aspect after which their responses were recorded and computed using means as follows.

Mean Range	Response Mode	Interpretation
3.24-4.00	strongly agree	Very high
2.50-3.25	Agree	High
2.26-2.49	Disagree	Fair
1.76-2.25	strongly disagree	Poor

Research Question 2: *What is the extent of implementation of the child labour policies in the communities and schools in Pakwach Town Council Primary Schools?*

The table below shows the responses of the respondents on the extent of implementation of the child labour policies in the community and schools of Pakwach Town Council.

Table 3

Extent of constraints in the implementation of child labour policies

Indicators of the Extent of constraints in the implementation of child labour policies	mean	interpretation	Rank
Monitoring, investigating and reporting of child labour activities are v being done adequately by teachers, parents and local council authorities.	2.47	Fair	12
Punishment (including fine of sh. 480,000 and 7yrs imprisonment) against violation of child labour law is being administered adequately by LC III and magistrate's court.	2.49	Fair	11
Education stakeholders (including Teachers, SMC, Head Teachers, Inspector of Schools and District Education Officials) have adequately been warning people against child labour practices.	2.73	High	10
Parents are well aware that child labour negatively affects educational performance of their children.	2.86	High	9
Parents and teachers have sufficient knowledge of the reasons for the child labour policy and how it should be implemented.	2.92	High	8
Workshops, seminars and meetings aimed at sensitizing the teachers, parents, SMC, LC members and the pupils, on how to implement the child labour policy are frequently organized by the Head teachers, Local government authority and the District Education Officers.	2.94	High	7
Government is adequately funding activities intended to create awareness of the negative impact among children involved in child labour.	2.97	High	6
Domestic work such as, fetching water, sweeping compound, cooking in the morning makes children arrive at school late.	3.09	High	5
Children normally lose interest in schooling and drop out when given work where they earn money e.g. Selling items by the road side, in kiosks, markets, digging, fishing and stone crashing.	3.38	Very high	4
Girls become more vulnerable to sexual exploitation when they are exposed to child labour, such as selling items by the roadside, in the market and working as housemaids which affect their schooling and mostly lead to pregnancy and early marriages.	3.47	Very high	3
Hard work such as digging, stone crashing, and carrying of luggage cause injuries and weakness to children that hinders them from attending classes regularly.	3.69	Very high	2
Children contract diseases caused by bilharzias and worms during fishing in the river and this interferes with their health and normal school attendance.	3.76	Very high	1
Overall mean	3.06	High	

Source: Primary Data

According to table 3 above, it is categorically evident that the overall level of the constraints that impede the implementation of the child labour policies is generally high with an overall mean of 3.60. This implies that the child labour policies cannot be smoothly implemented due to these vast challenges. A closer look at the items score reveal that the fact that Children contract diseases caused by bilharzias and worms during fishing in the river and this interferes with their health and normal school attendance ranked highest with a mean of 3.76. This was followed by the fact that Hard work such as digging, stone crashing, and carrying of luggage cause injuries and weakness to children that hinders them from attending classes regularly, which had a mean of 3.69 among others. The items that ranked high includes the fact that Domestic work such as, fetching water, sweeping compound, cooking in the morning makes children arrive at school late with a mean of 3.09, that Government is adequately funding activities intended to create awareness of the negative impact among children involved in child labour also ranked high with a mean of 2.97. This was followed by the fact that Workshops, seminars and meetings aimed at sensitizing the teachers, parents, SMC, LC members and the pupils, on how to implement the child labour policy are frequently organized by the Head teachers, Local government authority and the District Education Officers with a mean of 2.94. The fact that Parents and teachers have sufficient knowledge of the reasons for the child labour policy and how it should be implemented also ranked high with a mean of 2.92 among others. The items that ranked fair includes the fact that Punishment (including fine of sh. 480,000 and 7yrs imprisonment) against violation of child labour law is being administered adequately by LC III and magistrate's court. Monitoring, investigating and reporting of child labour activities are being done adequately by teachers, parents and local council authorities, with a mean of 2.49 whereas the item that ranked least was the fact that Monitoring, investigating and reporting of child labour activities are v being done adequately by teachers, parents and local council authorities with a mean of 2.47.

The dependent Variable of the study

the dependent variable in this study was the implementation of child labour policies. The questionnaires had five items designed to collect the respondents' views on this subject. The responses were collected, computed and computed using means as follows.

Mean Range	Response Mode	Interpretation
3.24-4.00	strongly agree	Very high
2.50-3.25	Agree	High
2.26-2.49	Disagree	Fair
1.76-2.25	strongly disagree	Poor

Research Question 3: *What is the extent of the constraints in the implementation of the child labour policies?*

The table below shows responses on the extent of the constraints in the implementation of the child labour policies in Pakwach Town Council.

Table 4
Extent of Implementation of child labour policies

Indicators of child labour policies	Mean	Interpretation	Rank
The local government has adequately been integrating child labour issues into its programs e.g. Labour day, women's day, AIDS day, child's day, environmental day etc.	1.98	Poor	5
Concern about child labour issues have been often shown at social and political functions e.g. In weddings, funeral rites, family gatherings, LC meetings.	2.23	Poor	4
Social groups and associations such as Labour Union, Teachers' Union, Youth Associations etc. have seriously been advocating against child labour in Pakwach T.C.	2.39	Fair	3
Religious institutions have always been preaching against child labour practices in Pakwach T.C.	2.40	Fair	2
The schools have policy guidelines that help them observe and respect child labour laws	2.44	Fair	1
Overall mean	2.29	Fair	

Source; field data

From table 4 above, it is clearly evident that the level of implementation of these child labour policies by the stakeholders of education was over all voted fair. It is however dismal to note the poor means within the individual votes. The item with the highest ranking was the fact that the schools have policy guidelines that help them observe and respect child labour laws, with a mean of 2.44 which is rated fair within our decision rule. This was followed by the fact that the Religious institutions have always been preaching against child labour practices in Pakwach T.C. with a mean of 2.40 which is also rated fair on our decision rule. The item that then followed was the idea that the Social groups and associations such as Labour Union, Teachers' Union, Youth Associations etc. have seriously been advocating against child labour in Pakwach T.C. with a mean of 2.39 which is also rated fair. The item that ranked fourth was the fact that Concern about child labour issues have been often shown at social and political functions e.g. In weddings, funeral rites, family gatherings, LC meetings with a mean of 2.23 which ranked poor in our decision rule. The item that had the least score was the

fact that The local government has adequately been integrating child labour issues into its programs e.g. Labour day, women's day, AIDS day, child's day, environmental day etc with a mean of 1.98 which is interpreted as poor in our scale. A clear scrutiny of the trend of events in the table shows that the overall portrayal is of the fact that the level of implementation of child labour policies is still dismal. This could stem from several factors like, lack of exposure to these policies and their merits, cosmopolitans may also contribute to this situation since the area under study is found in an upcountry setting. It is thus possible that all the stake holders are not yet aware of the benefits of these policies as opposed to their town counterparts.

Pearsons' Linear Correlation

The fourth objective of this study was to find out if there is any significant relationship between the extent of implementation of the child labour policy and the level of constraints in the implementation of these policies. These two elements were correlated as shown in table 5 below.

Research Question 4: *Is there any significant relationship between the extent of implementation of child labour policies and the level of constraints in the implementation of the child labour policies in Pakwach town Council Primary Schools?*

The table below shows the relationship between the extent of implementation of child labour policies and the level of constraints in the implementation of a policy in Pakwach Town council.

Table 5

Relationship between Extent of implementation of child labour policies and the extent of constraints in the implementation of the child labour policies

Variables Correlated		r-value	Sig.	Interpretation	Decision on Ho
Extent of Implementation	3.09	2.299	0.000	Positive and significant correlation	Rejected
Vs Extent of constraints	2.29				

The r-values indicate a positive relationship between Extent of implementation of child labour policies and extent of constraints in the implementation of the child labour policies ($r\text{-value} > 0$), suggesting that the higher the implementation, the higher the constraints in the implementation process and vice versa. Considering all the sig. Values in table five indicate a significant correlation between the two variables ($\text{sig. values} < 2.299$). Basing on this analysis the null hypothesis is thus declared rejected and its alternate accepted, leading to a conclusion that high constraints in the implementation of these policies significantly affects the level of implementation of these policies in the primary schools in the area of study.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

FINDINGS

The findings of the study covers answers to the stated research questions from the questionnaire and results obtained.

Demographic information of the respondents

The findings revealed that there were more male teachers and SMC members than female in Primary schools of Pakwach Town Council. All the teachers were qualified as required by the government, with at least a Grade III teaching certificate. This implies that the teachers understand the psychological problems children undergo that may affect their learning, such as child labour. It also showed that majority of the teachers and the members of SMC were married. This was an indication that the education stakeholders in Pakwach Town Council are responsible family heads who could be concerned about the negative effect of child labour on educational performance of the children. However, the number of female (35.1%), was lower than male among the teachers and SMC, which is evident that female tend to ignore leadership positions within the community.

Extent of constraints in the implementation of child labour policies

In view of the second objective, it is categorically evident that the overall level of the constraints that impede the implementation of the child labour policies is genelly high with an overall mean of 3.60. This implies that the child labour policies cannot be smoothly implemented due to these vast challenges. A closer look at the items score reveal that the fact that Children contract diseases caused by bilharzias and worms during fishing in the river and this interferes with their health and normal school attendance ranked highest with a mean of 3.76. this was followed by the fact that Hard work such as digging, stone crashing, and carrying of luggage cause injuries and weakness to children that hinders them from attending classes regularly , which had a

mean of 3.69 among others. The items that ranked high includes the fact that Domestic work such as, fetching water, sweeping compound, cooking in the morning makes children arrive at school late with a mean of 3.09, that Government is adequately funding activities intended to create awareness of the negative impact among children involved in child labour also ranked high with a mean of 2.97. this was followed by the fact that Workshops, seminars and meetings aimed at sensitizing the teachers, parents, SMC, LC members and the pupils, on how to implement the child labour policy are frequently organized by the Head teachers, Local government authority and the District Education Officers with a mean of 2.94. The fact that Parents and teachers have sufficient knowledge of the reasons for the child labour policy and how it should be implemented also ranked high with a mean of 2.92 among others. The items that ranked fair includes the fact that Punishment (including fine of sh. 480,000 and 7yrs imprisonment) against violation of child labour law is being administered adequately by LC III and magistrate's court. Monitoring, investigating and reporting of child labour activities are being done adequately by teachers, parents and local council authorities, with a mean of 2.49 whereas the item that ranked least was the fact that Monitoring, investigating and reporting of child labour activities are v being done adequately by teachers, parents and local council authorities with a mean of 2.47.

Extent of Implementation of child labour policies

As pertains to the third objective, it is clearly evident that the level of implementation of these child labour policies by the stakeholders of education was over ally voted fair. It is however dismal to note the poor means within the individual votes. The item with the highest ranking was the fact that The schools have policy guidelines that help them observe and respect child labour laws, with a mean of 2.44 which is rated fair within our decision rule. This was followed by the fact that the Religious institutions have always been preaching against child labour practices in Pakwach T.C. with a mean of 2.40 which is also rated fair on our decision rule. The item that then followed was the idea that the Social groups and associations such as Labour Union, Teachers' Union, Youth Associations etc. have seriously been advocating against child

labour in Pakwach T.C. with a mean of 2.39 which is also rated fair. The item that ranked fourth was the fact that Concern about child labour issues have been often shown at social and political functions e.g. In weddings, funeral rites, family gatherings, LC meetings with a mean of 2.23 which ranked poor in our decision rule. The item that had the least score was the fact that The local government has adequately been integrating child labour issues into its programs e.g. Labour day, women's day, AIDS day, child's day, environmental day etc with a mean of 1.98 which is interpreted as poor in our scale. A clear scrutiny of the trend of events in the table shows that the overall portrayal is of the fact that the level of implementation of child labour policies is still dismal. This could stem from several factors like, lack of exposure to these policies and their merits, cosmopolitancy may also contribute to this situation since the area under study is found in an upcountry setting. It is thus possible that all the stake holders are not yet aware of the benefits of these policies as opposed to their town counterparts.

Relationship between Extent of implementation of child labour policies and the extent of constraints in the implementation of the child labour policies

According to the fourth objective, The r-values indicate a positive relationship between Extent of implementation of child labour policies and extent of constraints in the implementation of the child labour policies ($r\text{-value} > 0$), suggesting that the higher the implementation, the higher the constraints in the implementation process and vice versa. Considering all the sig.Values in table five indicate a significant correlation between the two variables ($\text{sig.values} < 2.299$). Basing on this analysis the null hypothesis is thus declared rejected and its alternate accepted, leading to a conclusion that high constraints in the implementation of these policies significantly affects the level of implementation of these policies in the primary schools in the area of study.

CONCLUSION

Although some positive efforts to integrate child labour issues into government and community organization programs were witnessed, school attendance by pupils was relatively low and irregular in Pakwach Town Council jurisdiction. This situation was largely due to a combination of major constraints, namely: poor enforcement of the child labour law and related laws, as well as insufficient functional awareness of the child labour policy on the part of the education stakeholders.

RECOMMENDATIONS

Considering the deficiencies borne by the findings of the study, the researcher felt that interventions should be put in place by various stakeholders in order to bring an end to child labour. Consequently, a set of four recommendations were therefore made.

Firstly, the government and the community should effectively integrate child labour and other related issues into their programs. Issues such as poverty alleviation should be tackled concurrently with child labour in an effort to bring an end to the practice.

Secondly, sensitization of the community on the objectives and implementation strategy of child labour is an important factor in a drive to end the practice. The government should therefore embark on effective sensitization exercise through meetings, workshops and seminars in order to create awareness of the objectives and implementation strategy of the policy within the community.

Thirdly, in order to enforce child labour law efficiently, the government should empower the labour officers, the police the LCs and the judiciary, financially and materially to enable handling of child labour cases as stipulated.

Lastly, social, cultural and political groups, supported by NGOs, should intensify on advocacy against child labour. This could be directed towards informing the community about the negative impact of child labour on school attendance of the pupils.

REFERENCES

- Abraka N. (2010). *Attendance and academic performance of students in secondary schools: A correlation approaches*. www.krpublishers.com Nigeria
- Angelina J. (2009). *Global action for children*. basic Education, Washington DC.
- Anderson, James E. (1975). *Public policy making*. London. Thomas Nelson and sons Limited.
- Annabel W. (2008). *The impact of child labor on the educational attainment of children in Vietnam*. Oxford University, UK.
- Anyagarwal N (2009). *Tackling child labor*. International Rescue Committee, India
- Bataningaya K. (2010). *Will Uganda beat education for all (EFA): New Vision* (19th Jan. 2010) Kampala.
- Bennet R.C., Hodne C. and Shere J. (2010). *Child Labor: Public educational project*, University of Iowa, Iowa city. www.iowa.edu/laborctr
- Constitution of the republic of Uganda, Chapter 4, <http://www.government.go.ug/constitution/#>
- Easton David (1965). *A framework for political analysis*. Englewood cliffs, N.J. Prentice Hall, Inc.

Hill, Michael (ed.). (1993). *Policy process*. London: Harvester University, Wheatsheaf.

Human Rights Watch (1996). Citing Indias government policy on child labour.
<http://sklv.com/child%20labour.htm>

ILO-IPEC, "*Child labor in Uganda: A report based on the 2000/2001 Uganda demographic and health survey*."

International Rescue Committee (2006). *Opportunities for reducing adolescent and child labor through education*. IRC, ORACLE technical progress report, NY.

Lane J.E. (2002). *Policy implementation in poor countries*. University of Geneva, Sweden

Mead M. (2009). *Global action for children*. Washington DC.

Meers T. (1987). *Emotional-behavioral disability*. technical assistance manual, Kentucky department of education, NY.

Ministry of Gender Labor and Social Development (2006). *National child labor policy*,
<http://www.mg.go.ug>

Mugisha A. and Lubwama A. (2008). Cited in New Vision, 10th June 2008, Kampala.

- Mwebaze T. (2007). *Child labor and sweatshop*: African Economic Research Consortium, Research paper No. RP_167. <http://www.aercafrica.com>
- Owolabi J. (2005). *Policy making and educational policy analysis*, (West Africa edition), Makerere university, Kampala.
- Owolabi J. (2005). Quantitative methods of Educational Planning, Makere University, Kampala, Uganda.
- Pakhare J. (2005). History of child labour. Ads by Google
- Rose R. (ed.), (1996). Policy making in Britain: A reader in government. Macmillan and Co. Ltd.
- Ranjan P. (2010). *Credit constraint and phenomenon of child labour and human*. Journal of development economics, 64(1), 81-108
- Uhegbu N. (2004). *Constraint in the formulation of national information policy of Nigeria*. Department of library and information science. Abia State University, Uturu, Nigeria.
- US embassy-Kampala (2006). Para II. *Country report on human rights practicum*. U.S. department of state. <http://www.state.gov/g/dr.../2006>.

US department of state (2006). "country report-2006 in Uganda" section 6d, <http://www.state.gov/g/tip/rls2006/65990.htm>

US report on child labor force, revised (2000). [www.bls.gov/opub/ryls/chapter 2](http://www.bls.gov/opub/ryls/chapter%202)

Vaknin S. (2009). The morality of child labor. United Press International (UPI),

Wasserma M (2000). *Eliminating child labor*. Regional review. Federal bank of Boston publisher, UK.

APPENDICES

APPENDIX I TRANSMITAL LETTER



**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256- 41- 266813 / +256- 41-267634
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

**OFFICE OF THE CORDINATOR OF EDUCATION
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

May 21, 2011

Dear Sir/Madam,

**RE: REQUEST FOR ABDUL KALI WADRIFF MED/42929/92/DU
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Educational Management and Administration.

He is currently conducting a field research of which the title is "**Constraints in the Implementation of Child Labour Policy by Education Stakeholders in Pakwach Town Council, Nebbi District, Uganda.**"

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

**Ms. Kyolaba Sarah
Coordinator Education, (SPGSR)**

APPENDIX II
ACCEPTANCE LETTER

PAKWACH PUBLIC PRIMARY SCHOOL
P.O BOX 106
PAKWACH
20TH/JULY/2011

ABDUL KALI WADRIFF
REG. NO MED/42929/92/DU

RE: ACCEPTANCE LETTER.

On behalf of the head teachers of Pakwach Town Council Schools, I hereby accept the request made by Kampala International University introducing you as a student who would like to carry out a research study in our schools under the title "*constraints in the implementation of child labour policy in Pakwach Town Council*".

I therefore request the respondents from the sampled schools to honestly cooperate with you and avail the required informations to allow you accomplish the study.

I would be grateful on positive responses.

Yours faithfully,
Headteacher, Pakwach Town Primary School

SIGNER: 
ONGEYOWUN N. HASSAN
SEC. HEAD TEACHERS ASSOCIATION
PAKWACH TOWN COUNCIL.

APPENDIX III

QUESTIONNAIRE FOR PARENTS AND TEACHERS

This questionnaire is for the purpose of assisting Mr. Abdul Kali Wadriff, a Master of Education in Educational Management and Administration student of Kampala International University to obtain information that will be used to write a dissertation that is a partial requirement for the course. It is not meant for any other purpose, and the information provided here-in will be kept with utmost confidentiality. You are therefore requested to cooperate and answer the questions honestly to provide the required information. The topic of study is "**Constraint in the implementation of child labor policy by education stakeholders in Pakwach Town Council**". Please provide information by ticking the appropriate box given.

Section A: Respondent's profile

1. Name (optional).....
2. Age group: 20-30 ☐ 31-40 ☐ 41-50 ☐ above 50 ☐
3. Sex: Male ☐ Female ☐
4. Level of education: P ☐ O ☐ A ☐ Gr. III ☐ Diploma ☐ Degree ☐
5. Marital status: single ☐ Married ☐

Scoring guide

Response	Description
Strongly agree (SA)	you agree with no doubt at all
Agree (A)	you agree with some doubt
Not sure (NS)	you are not sure whether the activity takes place
Disagree (D)	you disagree with some doubt
Strongly disagree (SD)	you disagree with no doubt at all

Section A; Indicators of child labour policies	SA	A	N S	D	S D
1. The local government has adequately been integrating child labour issues into its programs e.g. Labour day, women's day, AIDS day, child's day, environmental day etc.					
2. Concern about child labour issues have been often shown at social and political functions e.g. In weddings, funeral rites, family gatherings, LC meetings.					
3. Social groups and associations such as Labour Union, Teachers' Union, Youth Associations etc. have seriously been advocating against child labour in Pakwach T.C.					
4. Religious institutions have always been preaching against child labour practices in Pakwach T.C.					
1. The schools have policy guidelines that help them observe and respect child labour laws					
Section B; Extent of constraints in the implementation of child labour policies					
Monitoring, investigating and reporting of child labour activities are v being done adequately by teachers, parents and local council authorities.					
7. Punishment (including fine of sh. 480,000 and 7yrs imprisonment) against violation of child labour law is being administered adequately by LC III and magistrate's court.					
9. Education stakeholders (including Teachers, SMC, Head Teachers, Inspector of Schools and District Education Officials) have adequately been warning people against child labour practices.					
10 Parents are well aware that child labour negatively affects educational performance of their children.					
11. Parents and teachers have sufficient knowledge of the reasons for the child labour policy and how it should be implemented.					

12. Workshops, seminars and meetings aimed at sensitizing the teachers, parents, SMC, LC members and the pupils, on how to implement the child labour policy are frequently organized by the Head teachers, Local government authority and the District Education Officers.					
13. Government is adequately funding activities intended to create awareness of the negative impact among children involved in child labour.					
14. Domestic work such as, fetching water, sweeping compound, cooking in the morning makes children arrive at school late.					
16. Children normally lose interest in schooling and drop out when given work where they earn money e.g. Selling items by the road side, in kiosks, markets, digging, fishing and stone crashing.					
17. Girls become more vulnerable to sexual exploitation when they are exposed to child labour, such as selling items by the roadside, in the market and working as housemaids which affect their schooling and mostly lead to pregnancy and early marriages.					
18. Hard work such as digging, stone crashing, and carrying of luggage cause injuries and weakness to children that hinders them from attending classes regularly.					
19. Children contract diseases caused by bilharzias and worms during fishing in the river and this interferes with their health and normal school attendance.					

Thanks for your contribution

APPENDIX IV

CHECK LIST

1. Enrolment by class from 2004 to 210.
2. Daily attendance summary from school register 2009 for Primary 3, 5 and 7 (term I and term III).
3. Daily attendance summary from school register 2010 for Primary 3, 5 and 7 (term I and term III)
4. Daily attendance summary from school register 2009 for Nebbi Primary schools P3, P5 and P7 (term I and term III)
5. Record on drop outs 2010/2011

CURRICULUM VITAE

PERSONAL PROFILE

Name: Abdul kali Wadriff
Sex: male
Date of birth: 15/June/1962
Nationality: Ugandan
Religion: Muslim
Tribe: Alur
District of Origin: Nebbi
Address: P.O box 34 Pakwach. Mob: 0777449100
E-mail: kaliwadriff@yahoo.com

Career objective

To aggressively pursue educational career in order to adequately serve and participate in development of education both nationally and internationally.

ACADEMIC BACKROUND

year	Institution	qualification	Award
2010-2011	Kampala International University	Master of Education in Educational Mgt. and Admin. (Cand.)	Master degree
2007-2008	Kampala International University	Graduate teacher	Bachelor of Education Degree (sciences)
2003-2006	Kampala International University	Grade V Teacher	Diploma in Education
1998-2002	Arua Core PTC	Grade III teacher	Grade III teacher Certificate
1990-1992	Kampala Modern SSS	"A" level	UACE
1989	Pakwach SSS	"O" level	UCE
1975-1978	Kabalega SSS	"O" level	EACE
1968-1974	Pajobi Primary School	Primary Seven	PLE

WORK EXPERIENCE

Year	position	Responsibility
2010	Teaching Assistant, Kampala International University	Teaching undergraduate students Foundations of Education
2002-2009	Deputy Head Teacher, Pakwach Public P/S.	Deputizing the Head teacher C/M School Finance Committee C/M School Disciplinary Committee Sec. PTA/SMC
2002-2009	Head of Mathematics Pakwach Public P/S.	Planning and monitoring teaching of Mathematics in the school
2002-2009	V/C Nebbi District Primary Schools Games and Sports Association	Assisting the Chair Person, Training District team Taking District team for National championship
1999-2008	Football referee	Officiating district football tournaments.
004-2009	Volleyball coach	Training District volleyball team
2006-2009	School counselor	Counseling both teachers and students
2004-date	Director Happy Time School	Managing the school
2004-2009	V/C Nebbi District Football Association I/C women and youth Football	Organizing women and youth football

2005-2010	Sec. AMICALL (Association of Mayors in Municipal & Local Level) Pakwach Town Council	Taking minutes of the association Organizing activities of people Living with HIV/AIDS.
2010-date	C/M Jonam Muslim Initiative for Prevention of HIV/AIDS	Organizing meetings of the association.
2008	Examination supervisor, UNEB	supervising PLE examination in Pakwach

OTHER SHORT COURSES ATTENDED

- 2004 Break through to literacy and sexual maturation, by Forum for Women Educationist (FAWE) Uganda Chapter.
- 2009 Computer training program by GQ, Pakwach.
- 2008 Volleyball coach by Uganda Volleyball Federation.
- 2004 Presidential initiative on Aids strategy for communication to youth (PIASCY). By MOE&S, Arua Core PTC.
- 1999 Football Referee, by Federation of Uganda Football Association.
- 1998 Leadership training program by International Islamic Federation of Students Association.

Hobbies

- Reading magazines
- Searching for information from internet
- Watching football and volleyball games
- Playing volleyball

Language


Fluent in English, Kiswahili, Luo and Arabic

Referees

1. Ongeyowun Nassur Hassan,
Head teacher Pakwach Public Primary school
P.O. Box 16, Pakwach.
Tel. 0772931187
2. Alli Wadriff
P.O Box 2, Pakwach
Tel. 0712656665

Declaration

I, Abdul Kali Wadriff, hereby declare that the above given information are true and correct.

Sign.....

Date.....