

**EFFECT OF CHILDLABOUR ON THE CHILDREN'S EDUCATION: CASE
STUDY SUAM SUB-COUNTY, BUKWO DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN THE
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DECLARATION

I Sande Edimon here by declare that this submission is my own work and it has never been submitted to any institution or University and it was done personally.

I therefore affirm that any information which was consulted has been acknowledged to avoid plagiarism of any kind of work.

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SUPERVISOR'S APPROVAL

This work was done under my supervision and has been submitted with my approval to the College Of Education Open Distance and E-learning Kampala International University

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DEDICATION

To my ever loving Father Mr. Boyo Godfrey and mother, Mrs. Fridah Boyo for always being there and sharing all the happy and sad moments in my life, for always encouraging and putting me on the right path. I love you dad, mom and could never ask for another Father. "A parent is the truest friend we have, when trials heavy and sudden,

Challenges fall upon us; when adversity takes the place of prosperity; when friends who rejoice with us in our sunshine desert us; when trouble thickens around us, still they will cling to us, and endeavor by their kind precepts and counsels to dissipate the clouds of darkness, and cause peace to return to our hearts."

To my Uncle Chelimo Fred Festo, sisters: Juliet Chelangat and Chesuro Alice for their prayers and support during my education time. "Siblings are the people we practice on, the people who teach us about fairness and cooperation and kindness and caring - quite often the hard way."

I also dedicate this work to my supervisor Ms. Nakirya_Margret who gave me guidance, academic skill as well as correcting this work. Her time, energy and support were of paramount pertinence and can never be under rated.

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ABSTRACT

Education is the key element in the prevention of child labour at the same time child labour is one of the main abstracts of education at the basic level. Child labour has assumed alarming proportion the world over and most especially in the developing world. Literature indicates that child labour is the main obstacle of human resource development which is the necessary ingredient of National Development understanding the interplay between education and child labour will help to eliminate it and improve our school environment. the survey of child labour examines child labour and children's education in Suam sub-county. The case study method was used in the study because of its relevance's in contemporary developmental issues like child labour. Systematic sampling was used to select the households and schools who were interviewed. The study relied on data gathered from the secondary sources and primary data from the field to do the analysis. The results of the study indicate child labour is considered as a normal practice and indeed healthy to the property upbringing of the child. Children working on family firms and with family enterprises are seen as part of the process of by which they are trained towards adulthood. The reasons given by the heads of households surveyed for allowing their children to work were categorized into forms and they as follows:- To support family income, as a form of child training, to support child education and to help in household enterprises. The results of the survey show that all children in ages 5-17years of household surveyed in the study at least do household chores. In all there are (675) children in this age bracket of the household surveyed. Most of them a part from household chores also work to assist their parents during rainy season. International N.G.Os such as child compassion and FAWE in the study area are sensitizing girls on their rights including their rights to education the activities of some of this N.G.Os according some beneficiaries have impacted positively on their education since they no longer depend on their parents for school fees and uniforms. There are no specific programs by the district assemblies to fight the child labour problem though the officials admit child labour exist in Suam sub-county. The study made a number of recommendations including the following; improving the local economy, tackling the broader socio-cultural and economic situation of farmers,

increasing access, quality and relevance of education, motivating teachers to give their best, embarking on family planning campaigns, extension of social amenities to the area and making and enforcing laws on child labour. With the knowledge of what pertains on the ground about child labour would help to improve education if suggestions are factored into plans for the area.

TABLE OF CONTENTS

DECLARATION	i
SUPERVISOR'S APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vii
ACRONYMES	x
LIST OF FIGURES	xi
LIST OF TABLES	xii
CHAPTER ONE	1
INTRODUCTION TO THE STUDY	1
1.0 Introduction	1
1.1 Background to the study	1
1.2 Statement of the problem	3
1.3 Main objective	4
1.4 Research Questions	4
1.5 Scope of the study	5
1.6 Significance of the study	5
1.7 Definition of key terms	5
1.8 Summary	6
CHAPTER TWO	7
LITERATURE REVIEW	7
2.0 Introduction	7
2.1 Review of related literature	7

2.1.0. The child labour public education project concept and definition of child labour. (2017)...	7
2.1.1 The ILO Concept and Definition of Child Labour	8
2.1.2. The UNICEF Concept and Definition of Child Labour.....	8
2.1.3. World counts (December, 2014), concept and definition of labour	9
2.1.3. Operational definition of child labour	9
2.1.4 Magnitude of the problem.....	10
2.1.5. Causes of child labor.....	12
2.1.6. Effects of child labor on the children's education.....	16
2.1.7. How can the problem of child labor be addressed?	19
CHAPTER THREE	22
RESEARCH METHODOLOGY	22
3.0 Introduction	22
3.1 Research design	22
3.2. Area of study	23
3.3. The study population.....	23
3.4. Sample.....	23
3.5. Sampling procedures/Strategies.....	24
3.5.1. Simple random sampling.....	25
3.5.2. Stratified random sampling.....	25
3.5.3. Judgmental/Purposive sampling	25
3.6. Instruments of data collection	25
3.6.1. Interviews.....	25
3.6.2. Questionnaires	26
3.6.3. Observation method.....	26
3.7. Procedure of data collection.....	26
3.8. Data analysis and processing.....	26
3.9. Data presentation	26
3.10. Limitations of the study	27
3.11. Summary.....	27
CHAPTER FOUR	28

DATA PRESENTATION ANALYSIS AND DISCUSSION OF FINDINGS	28
4.0 Introduction	28
4.1 Respondents by gender, age group, education levels and designation	28
CHAPTER FIVE	40
5.0 Introduction.....	40
5.1 Summary of findings.....	40
5.2 Recommendations.....	42
5:2:1 improving the local economy	42
5:2:2 Tackling the broad social economic situations of farmers	43
5:2:3 Increasing access quality and relevance of education	43
5:2:4 Dedications on parts of teachers	43
5:2:5 Develop vocational and technical education	44
5:2: Extension of social amenities to the area	44
5:2:7 Making and enforcing strict laws against child labour.....	44
5.3 Conclusion	44
REFERENCES	46
APPENDICES	48
APPENDIX I	48
APPENDIX II	52
APPENDIX III	53
APPENDIX IV	54
APPENDIX V	55
APPENDIX VI	57

ACRONYMES

PEAP	:	Poverty Eradication Action Plan
UNICEF	:	United Nations International Emergency Fund
HIV/AIDS	:	Acquired Immune Deficiency Syndrome
NAP	:	National Action Plan
ILO	:	International Organization
USE	:	Universal Secondary Education
U.P.E	:	Universal Primary Education
IPEC	:	International Program to Eliminate Child Labour
UNHS	:	Uganda National Household Survey
CDW	:	Child Domestic Work
C.SEC	:	Commercial Sexual Exploitation of Children
S.T.Ds	:	Sexually Transmitted Diseases
UBOs	:	Uganda Bureau of Statistics
GNI	:	Gross National Income
OWNO	:	One World Nations Online
MGLSD	:	Ministry of Gender, Labour and Social Development.
NCC	:	National Council for Children
P.T.A	:	Parents Teachers Association
N.G.Os	:	Non Governmental Organization
S.M.C	:	School Management Committee
UNDP	:	Uganda National Development Plan
C.R.C	:	Convention on the Rights of the Children

LIST OF FIGURES

Figure 1	Respondents by sex category	28
Figure 2	Respondents by age-group (in years)	29
Figure 3	Respondents by designation.....	30
Figure 4	Respondents by education levels	31
Figure 5	Average response on the forms of child labour in Suam sub-county	35
Figure 6	Average response on the reasons for child labour in Suam sub-county	36
Figure 7	Average response on the effects of child labour in Suam sub-county.....	37
Figure 8	Average response on the effects of child labour in Suam sub-county.....	38

LIST OF TABLES

Table 1 Sample size and population in percentage	24
Table 2 Respondents by sex category	28
Table 3 Respondents by age-group (in years)	29
Table 4 Respondents by designation	30
Table 5 Respondents by education levels	31
Table 6 Assessment of child labour on children education.....	32
Table 7 Average response on the forms of child labour in Suam sub-county	35
Table 8 Average response on the reasons for child labour in Suam sub-county	36
Table 9 Average response on the effects of child labour in Suam sub-county.....	37
Table 10 Average response on the effects of child labour in Suam sub-county	38

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

Child labour is a socio economic challenge affecting not only Uganda but the African region and the world at large. The government of Uganda recognizes that the worst forms of child labour and other hazardous work for children deprive them of their dignity, rights to education, health, wellbeing and protection (NAP, 2012).

Primary education is basic education which helps to create awareness, establishes literacy, enhances spiritual and moral growth, develops spirit of self reliance and equips children with knowledge, skills and values. But decades of civil strife and war in Uganda have eroded the operations of services including education (UNICEF, 1996).

1.1 Background to the study

In developing countries, with the highest poverty and poor schooling opportunities, child labor is still evident and visible.

According to ILO, the term child labor refers to work that deprives the children of their childhood, their potential and their dignity and that is harmful to the physical and mental development. Or it refers to work that is mentally, socially or morally dangerous and harmful to the children and interferes with their school by depriving them of the opportunity to attend school obliging them to leave school prematurely or requiring them to attempt to combine school attendance with excessively long and heavy work. (ILO, 2005)

In 2010, Sub Saharan Africa had the highest incidence rates of child labor; with several African nations witnessing 50% of children aged 5-14 working.

Child labour is a social problem associated with the rise of industrial production and capitalism. It appeared in earlier ages in agricultural societies, but during the Industrial Revolution of the 18th century in Great Britain, it was especially conspicuous and began to be opposed. It was one of the biggest scandals of the 19th century, spreading to other countries as they industrialized (Shahrokhi, 1996).

Child labor is not confined only to the industrialized world. Child labor is a widespread problem in developing countries as well. When children underage work their labor time disrupts their schooling and in majority of cases, this prevents them from attending school altogether.

As poverty intensifies in the world, many parents fail to send their children to school and hence the children are forced to volunteer to work in factories, mines, mills among other forms of paid jobs. However, in most cases, these children are cheated in forms of little pay in relation to the work they do.

In the developing world, children are also actively involved in domestic activities such as looking after animals, digging, helping relatives to sell in their shops among others for boys and selling ground nuts in front of markets and video halls, cooking in restaurants, looking after kids inform of baby sitting, commercial firewood collection, commercial sex among others for girls. As long as these activities don't interfere with the children's schooling, they are not considered as child labor

According to the statistics of International Labour Organization (ILO), there are 250 million children aged 5-14 working in developing countries, and many of them are enslaved or bonded laborers. (Todaro and Smith, 2009, p. 379). Of these 250 million child laborers, 126.3 million are doing jobs that are classified as difficult, dangerous and unsuitable. (Child labour in Africa, 2006). Africa has the highest rate of child labour in the world which is at 41% (Todaro and Smith, 2009). While child labour has been declining in Asia and Latin America, economic decline, war, famine and HIV/AIDS have combined to prevent this in Africa. 153 million child labourers live in Asia; 17 million live

in Latin America. Although Asia has the largest number of child labourers, in relative terms, Africa has the highest child labour rate. (Todaro et al 2009)

The above statistics indicate the intensity of child labour and the need to address it in order to eliminate its adverse effects on human capital development and the future growth potential of developing countries.

ILO's Minimum Age convention (1973) authorizes the employment of children above 12 or 13 years in certain type of light work such as distributing News Papers under certain conditions (ILO, 1995).

Much of hazardous work is not always visible to communities and families of child workers in dangerous occupations are not aware of its dangers and its effects on their growth, education and development. (NAP, 2012/13-2016/17). According to the Uganda National Household Survey Report 2009/10 (UNHS 2009/10), 2.75 million children aged 5-17 years are engaged in economic activities. 51% of them (1.4 million) children are engaged in hazardous work. In most cases as a result of these activities, children are denied the opportunity to attend school or concentrate at school.

Suam Sub-County has witnessed many child labour cases as many children get involved in activities that are believed to be affecting their education such as Tobacco growing, cross border trade, vending, working in hotels and restaurants, commercial sex, domestic child labour among other activities that children can do to the detriment of their education.

This therefore calls for an urgent need to look into the effects of child labor on the children's education in Suam Sub County

1.2 Statement of the problem

Child labour is a common phenomenon in Suam Sub-county of Bukwo District. It has been reported that in the remote ends of the sub county, children of school going age are involved in active work (child labor) at the expense of school. Often times many

children in Suam Sub County are involved in tobacco growing, commercial sex, domestic child labour, vending food items among others causing a mismatch between school calendars/ timetable and child labour.

Though many studies have been conducted about the effects of child labour on children's education, none of these have paid direct attention to address the relationship between child labour and school attendance in Suam Sub County. It is for this reason that the researcher is conducting more investigations into the forms of child labour and their effect on children's education in Suam Sub County.

1.3 Main objective

To establish the common forms of child labour in Suam Sub County and find out its impact on school attendance.

Specific Objectives of the study

- To identify the common types of child labour in Suam Sub County
- To establish the causes of child labour in Suam Sub County.
- To ascertain the impact of child labour on school attendance and academic performance in Suam Sub County.
- To give recommendations on how to minimize activities of child labour in Suam Sub County.

1.4 Research Questions

- What are the common types of child labour in Suam Sub County?
- What are the causes of child labour in Suam Sub County?
- What is the impact of child labour on school attendance and academic performance of children in Suam Sub County?
- How can the problem of child labour in Suam Sub County be addressed?

1.5 Scope of the study

The study was carried out in Suam Sub-county, Bukwo district. The major focus of the study was to establish the impact of child labor on the children's education in Suam Sub-county. Five (5) primary schools shall be selected for data collection. The target population includes head teachers, teachers and pupils of the selected schools, parents and opinion leaders.

1.6 Significance of the study

- The study was to help identify the impact of child labor on children's education in Suam Sub-county.
- The study was to help to identify the effects of child labor and recommend ways of addressing the problem in Suam Sub County.
- The study was to help add knowledge to the existing studies in the same area.
- The research findings and recommendations was to stimulate interest in the area and call for further research in future.

1.7 Definition of key terms

- **A child.** According to the constitution of the republic of Uganda (1995), a child is any person below the age of 18 years.
- **Light work.** This is work which is neither harmful to children's health or development nor prejudicial to their attendance at school and their participation in vocational training. (MGLSD, 2010)
- **Child labor.** It is work that threatens the health, safety, physical growth and moral development of children involved and work that deprives them with opportunity to go to school.
- **Child domestic work. (CDW).** This refers to work done by a person below the age of 18 years and it exposes the child to different forms of abuse and exploitation. The children under this category of labor are normally denied

the opportunity to go to school or enroll in any form of productive skill training.

- **UPE**
- **USE**

1.8 Summary

Chapter one covered; Introduction of the topic, Background to the study, statement of the problem, the objectives of the study, the research questions, scope of the study, significance of the study, definition of key terms and the summary of the salient issues in the chapter

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

There is no single universally accepted definition of child labour. Child labour is regarded as a social construct which differs by actors, history, context and purpose (Weston, 2005). There are differences in what constitute child labor. For example, the World Bank describes child labour as a 'serious threat' from the point of view of the harm it can do to long term national investment (Weston, 2005). The ILO relates the phenomenon to the harm done to children by their current engagement in certain types of economic activity. UNICEF emphasizes that the issue goes way beyond the concerns of investment or its relation to economic activity, and includes several aspects of domestic work which conflicts with the best interest of the child (Huebler, 2006). There are many dimensions and views of the phenomenon but much emphasis will be placed on the International Labour Organization (ILO) and United Nations Children's Fund's (UNICEF) views on the subject.

2.1 Review of related literature

2.1.0. The child labour public education project concept and definition of child labour. (2017)

Child labour is work that harms children or keeps them from attending school. Around the world, growing gaps between the rich and the poor in recent decades have forced millions of young children out of school and into work. The **ILO** estimates that two hundred and fifteen million children between age of 5 and 17 currently work under conditions that are considered illegal, hazardous or extremely exploitative. Under age children work at all sorts of jobs around the world usually because they and their families are extremely poor .large number of children work in agriculture, fishing , manufacturing , mining and domestic services . Some children work in illicit activities like in drug trade and prostitution or other traumatic activities survey

2.1.1 The ILO Concept and Definition of Child Labour

The ILO concept of child labour is derived from the ILO Minimum Age Convention No. 138 of 1973, which sets 15 years as the general minimum age for employment. Any work in violation of Convention No. 138 is considered illegal child labour that should be eliminated. ILO introduces a distinction between light work, which may be acceptable, and child labour, which needs to be eliminated. In this regard, four groups of children engaged in work/labour are identified:

- Children at work
- Children engaged in child labour, including all economically active children 5 to 11 years of age; economically active children aged 12 to 14 years, except those doing light work only for less than 14 hours per week; and, children aged 15 to 17 years engaged in any type of hazardous work.
- Children in hazardous work, that is, work that will likely harm the health, safety, or moral development of a child. In addition to children working in mines, construction or other hazardous activities, this group includes all children below the age of 18 years of age who work 43 hours per week.
- Children in unconditional worst forms of child labour, as defined by ILO Convention No. 182.

This includes children in forced or bonded labour, armed conflict, prostitution and pornography, and illicit activities

2.1.2. The UNICEF Concept and Definition of Child Labour

UNICEF has expanded the ILO definition of child labour by emphasizing the importance of domestic work by children, that is, in addition to economic work. UNICEF defines child labour as follows:

- Children 5 -11 years engaged in any economic activity, or 28 hours or more domestic work per week;
- Children 12-14 years engaged in any economic activity (except light work for less than 14 hours per week), or 28 hours or more domestic work per week;

- Children 15-17 years engaged in any hazardous work.

2.1.3. World counts (December, 2014), concept and definition of labour

Child labour is where a person below 15 years of age is doing work that is depriving them their childhood their potential and their dignity when the work is harming their physical and mental development, when a child is forced to leave school or combine schooling and work or when they are getting sick from the kind of work they do. This is considered Childs labour.

Most extreme and abhorrent forms of child labour involve child slavery, hard labour, prostitution mutilation. Most of these children can be found in agriculture, and textile sectors, factories, mining companies, sweetshops and house based operations. Companies enjoy them for their low wages which drive down their operational costs.

2.1.3. Operational definition of child labour

For the purpose of this study, the definition of National Child Labour Policy (2006) is used. According to the National Child Labour Policy 2006, child labour refers to work that is mentally, physically, socially and or morally dangerous and harmful to children. In addition, child labour is perceived as work or activities that interfere with children's school attendance.

The Constitution of Uganda 1995 defines a child as anyone who has not reached the age of maturity, which is 18 years (Uganda Constitution 1995). Chapter 1, Article 34 (4) of the 1995 Uganda Constitution also provides for the protection of a child from hazardous and exploitative work. The constitution clearly spells out the following rights of children: "children are entitled to be protected from social and economic exploitation and should not be employed in or required to perform work that is likely to be hazardous or to interfere in their education, or to be harmful to their health or physical, mental and spiritual, moral or social development".

It is accepted that children under 5 years are not physically capable of undertaking work of any significance, whether economic or non-economic. The target group for the survey, therefore, comprised all children aged 5-17 years, engaged in economic or non-economic activities (including housekeeping/household chores in their own parent'/guardians' household).

2.1.4 Magnitude of the problem

Child labour remains globally widespread, complex and a multi-faceted phenomenon. A recent estimate of the International Labour Organization (ILO) is that worldwide over 350 million children work (ILO, 2004). That means that over one fifth of the world's children aged 5-17 years are exploited in child labour of different forms. The Asian-Pacific region continues to have the largest number of child workers, 122 million in total. It is followed by Sub-Saharan Africa (49.3 million) and Latin America and the Caribbean (5.7 million). Still large numbers of children toil in appalling conditions and are ruthlessly exploited to perform dangerous jobs with little or no pay, and as a result of these conditions, oftentimes suffer severe physical and emotional abuse (Weston, 2005).

According to human rights watch (march to april,2017) ; over 100 million children around the world work in hazardous conditions in agriculture , mining ,domestic labour and other sectors ,on tobacco farms ,children work long hours in extreme heat exposed to nicotine and toxic pesticides that can make them sick .

In Africa, Asia, and Latin America, child Laborers in artisanal and small scale gold mines, work underground in pits that can easily collapse and use toxic mercury to process the gold ,risking brain damage, and other serious health conditions .now they are working to end the worst forms of child labour and to ensure that all children are protected from jobs that interferes their health ,safety and education.

No reasonable estimates exist of the size of the child labour problem in Africa. No one has tried to assess how much of the labour performed by children in the households is lasting so long or has such a time shape as to seriously interfere with schooling.

Further, there is no solid basis for counting the number of children working in the rural areas whose work is physically dangerous or psychologically harmful, (Andvig, Canagarajah & Kielland, 2001)

In 1996, ILO's child labour program IPEC (International Program to Eliminate Child Labour) conducted a preliminary study of children in commercial agriculture in thirteen African countries. They estimate that among 17 million economically active children under age fifteen, and that 77 percent work in the agricultural sector. They further assume that as much as 38 percent of this labour is paid employment.

The vast majority of working children in developing countries are engaged in agricultural work. Yet, this work is severely understudied as compared with the more visible forms of work in Latin America and Asia, which involve children in labor intensive manufacturing.

An estimate from the Uganda National Household Survey (2005) places the number of child workers aged 7-14 at 2.2 million or 38.3 percent of children in that age group. This includes 1.4 million children under the age of 12, and 735,000 children under the age of 10.

Child labor is defined in the Ugandan national child labor policy as work that is hazardous or exploitative and threatens the health, safety, physical growth and mental development of children. Even where the hazards are not immediately obvious such as cuts/disease exposure, they could include increased exposure to sexual, physical or emotional abuse.

Although it is illegal under both international and Ugandan laws to employ persons below the age of 18 in hazardous activities, there is little enforcement due to lack of government resources, and arguably a tolerant attitude towards child labor in many communities.

The baseline survey (ILO,2009), conducted by UBOS in Rakia, Mbale, and Wakiso revealed that about 3 percent of children 5-17years in the sampled households in

Wakiso District had never gone to school because they are either too young, disabled, had no school requirements or school was too far which makes them vulnerable to child labor. Child trafficking and commercial sexual exploitation of children (CSEC) are some of the worst forms of child labor in Wakiso district but are considered hidden, complex and corrosive. Children are also engaged in hazardous work in form of domestic helpers, brick layers, general laborers, construction laborers sand mining, and stone quarrying among others. CSEC pre disposes children to HIV/AIDS, pregnancies and other sexually transmitted diseases (STDs)

Concerning the study area, Suam Sub County, there is no relevant data about the statistics and magnitude of the problem in the area. However, the problem is evident as witnessed by many school going age children being heavily involved in various commercial and domestic work such as working in family plantation farms, looking after young siblings, cooking in restaurants and Hotels, stone quarrying, mining sand, brick laying, fetching water, firewood, house helping (house girls), prostitution, vending, hawking, loading and off loading bricks, stones, tobacco growing, selling in shops of relatives, cross border trade to south Sudan among other forms of child labour in the Sub County. These activities take place after school hours, during school hours or totally stop the children from attending school. Below are some of the few and major causes of child labour in Uganda including Suam Sub County in Bukwo District.

2.1.5. Causes of child labor

Poverty is the main driver of child labor, not only in Uganda but most developing countries. International Labour Organization (ILO) suggests poverty is the greatest single cause behind child labour. For impoverished households, income from a child's work is usually crucial for his or her own survival or for that of the household. Income from working children, even if small, may be between 25 to 40% of these household incomes. Other scholars such as Harsch on African child labour, and Edmonds and Pavcnik on global child labour have reached the same conclusion. Uganda being among the least developed countries (OWNO, 2009: 1), it is entangled amidst numerous socio-economic problems in terms of low gross national income (GNI), weak human assets

and their high degree of economic vulnerability. Children are most vulnerable when people lack essentials like food, water, sanitation and health care among others. Generally the situation is made worse by poverty. Where many do not have the chance of education, they suffer physical and emotional abuse. Children are the first to die when basic needs are not met. Therefore, engaging in child labour is a desperate move by children to make ends meet.

Social and economic disruption due to the loss of a parent either death or abandonment. For children aged 6- 17, up to 20 percent have lost at least one of their parents due to HIV and conflict. This results in a greater burden on extended relatives, who often are already struggling to feed and educate their biological children. In some cases, orphaned children have no relatives to assist, and head the household themselves, often providing for younger siblings. With armed conflict and HIV/AIDS, every principle of the Convention on the Rights of the Child (CRC) is at risk of being violated. Whether it is the right to education, development or health, or whether it is the right to self-protection from exploitation and harm, all these are endangered.

Literature now abounds that whether it is armed conflict or AIDS any condition that disrupts the normal situation and growth of the family, kills off or seriously incapacitates adults from carrying out their normal activities, enhances participation of children in chores that would otherwise be performed by adults (Barnett et. al. 1995, Tumushabe, et. al. 1993, 1997). With

AIDS and prolonged internal conflict many children are orphaned or born to parents who are themselves totally helpless to provide for their care and up-bringing. In this environment children are expected to contribute substantially, if not wholly, to their basic needs such as clothing, food, medical care and formal education. With the scourges of AIDS, internal conflict and poverty, the care is often required by their parents, brothers and sisters as well. In the design of the 2001-2005 Government of Uganda/UNICEF a human rights approach to programming was adopted.

Large family size, in cases where parents are unable to provide for every child, Children resort to child labor to earn living. Other sources for child labour manifest in polygamous families where many forms of violence including drunkenness, battering and neglect of the family threaten family stability and harmony. Polygamous families tend to be too large with constrained resources and limited capacity to provide for basic needs for each child. Such circumstances pose a great risk of driving children into exploitative labour to meet survival needs (MGLSD, 2006: 10).

The cost of attending school, although the government claims to provide universal primary Education for free, families still need to cover school development fees, supplies such as note books, and uniforms. These costs are too high for the many Ugandans living below the poverty line. Lack of meaningful alternatives, such as affordable schools and quality education, according to ILO, is another major factor driving children to harmful labour. Children work because they have nothing better to do. Many communities, particularly rural areas where between 60-70% of child labour is prevalent, do not possess adequate school facilities. Even when schools are sometimes available, they are too far away, difficult to reach, unaffordable or the quality of education is so poor that parents wonder if going to school is really worth it.

The acceptance of child labour as 'normal' by many community members In Uganda, like in many other countries, children are expected to work and carry out a wide range of domestic duties as part of their upbringing and training (Mwakas and Tumushabe, 1996). At the outset it is important to distinguish between children's normal work and child labour and establish the essential elements of child labour within household domestic work context. Simply defined child's work that harmful, exploitative or denies children the possibility of successfully completing basic education is child labour. Such work is often a barrier to the realization of many children's rights. Where children are unable to obtain parental/guardians care and provision of all their essential needs and are forced to work for these either in the domestic/family environment or out, such work inevitably is at the expense of the child's rights to protection and hence child labour.

The failure of parents/guardians to see the value in educating their children which results in the encouragement of child labor.

Cultural beliefs have affected certain sections negatively for instance, some believe that a girl does not have to go to school but support her parents until she is married to the benefit of her parents in order to fetch them dowry. So, the girl-child always ends up suffering at the peril of being a young woman by doing domestic work and working on subsistence agriculture in preparation for womanhood.

Agriculture is one of the causes of child labour. In Uganda, agriculture is the key sector of the economy, providing 80% employment and a livelihood to the majority of the poor in the rural areas. Most of the agricultural activities are carried out on small holder farms using rudimental tools and implements. Both food and cash crops, such as, coffee, tobacco and cotton are labour intensive and they demand a lot of family labour.

Children represent a substantial part of the labour force in agriculture. Because of the rural setting and higher value attached to children's contribution to the family survival, they have to participate in some way or another even if it means pulling a child out of school (MGLSD, 2006: 10).

Orphan hood, according to UNDP (2003), orphans form a large part of the Ugandan population. Out of the total orphan population of two million, HIV/AIDS is responsible for almost half (950,000) or 48%. Rather than by their choice, some orphans and other children affected by HIV/AIDS have been drawn into hazardous activities to make a living. A survey by the ILO in collaboration with Ministry of Gender, Labour and Social Development (MGLSD) and UBOS focusing on child labour and HIV/AIDS 2003 in selected districts found out that among the 929 child respondents, 417 had been affected by HIV/AIDS and 398 of the affected children were working. Due to such circumstances, children always end up looking for means of survival by getting employed irrespective of the conditions. It all may sound good for a suffering child to find employment but his/her future gets doomed.

Weak laws, the situation are exacerbated by inadequate policy and weak laws. What is in place is not appropriate at all and this puts the rate of child labour high.

2.1.6. Effects of child labor on the children's education

Child labour interferes with education, According to the ILO's 2002 global estimates on child labour, close to half of all working children are enrolled in school. Either school attendance is foregone in favor of work, or learning is inefficient, either because the children are not allowed to spend time doing their homework or because they are unable to pay proper attention in school because of fatigue (Canagarajah, & Nielsen, 1999). UNICEF's study in Ghana and a review of similar studies by the ILO have shown that work has a detrimental effect on learning achievements in the key areas of language and mathematics. Heady (2003) also found that working children in Ghana spent an average of one hour per week less in school. According to Gibbons et al (2003) child labour is associated with higher repetition and dropout rates. Child labour competes with school attendance and proficiency, children sent to work do not accumulate (or under-accumulate) human capital, missing the opportunity to enhance their productivity and future earnings capacity. This lowers the wage of their future families, and increases the probability of their offspring being sent to work. In this way poverty and child labour is passed on from generation to generation. Child labour not only prevents children from acquiring the skills and education they need for a better future, it also perpetuates poverty and affects national economies through losses in competitiveness, productivity and potential income.

A child who is not exposed to relevant child abuses including child labour whose physical health is not interfered with or who is physically ready and motivated may perform very well in school activities mean while a pupil who is exposed to relevant child abuses most from home and lacks a conducive learning environment may find it difficult to perform well in class. (Lenore, 1969:16)

(ILO, 2006) demonstrate that early entry into the labour force reduces lifetime earnings by 13-20 per cent, increasing significantly the probability of being poor later in life. There is a general agreement that some trade-off between children in labour and human capital accumulation takes place. With respect to school attendance and progress, full-time jobs have the worst impact on children's future productivity. Part-time jobs, especially those that are physically very demanding, also disrupt education since children are too tired to participate adequately at school activities or to study at home. The age of entry into the labour force is also important in this context: the younger the child enters the labour force, the less human capital he/she will be able to accumulate. Child labour seriously undermines efforts to provide children with the necessary knowledge and skills to meet the challenges of the 21st Century.

UNICEF (1995), reports that as education achievement is ultimately measured by the numbers who remain in school and the quality of education they receive, there are many who drop out before learning to read and write because of competing responsibilities at home. In unstable homes where divorce marriages are common, the children are made to stop schooling in order to make family meals and look after young brothers and sisters. This denies them a chance to study.

There is indirect evidence that child labour limits a child's human capital Development. Child labour has been linked to greater grade retardation (Sedlacek et al.2003; Rosati and Rossi, 2001); lower years of attained schooling (Psacharopoulos, 1997); and lower returns to schooling and a greater incidence of poverty as an adult (Ilahi et al, 2003). On the other hand, some studies have found that child labour and schooling may be complementary activities (Patrinos and Psacharopoulos, 1997). A definitive answer on whether child labour lowers cognitive attainment requires direct estimation of the educational production function.

Some studies have found stronger evidence of adverse consequences of child labour on achievement. Singh (1998) reported that working long hours while in school did hurt standardized test scores and grades, although the effect was quite small. Stern (1997) found that working more than 15 hours per week while in secondary school led to lower

grades, less time spent on homework, increased likelihood of dropout and a lower likelihood of entering post-secondary education. Similar findings are reported by Cheng (1995) and StatsCan (1994). Singh and Ozturk (2000) explored the linkage between working hours and reported that an increase in hours of part-time work lowered the number of Mathematics and science classes taken, which in turn led to lower achievement in Mathematics and science. Barone (1993) found that younger students working long hours performed more poorly than did working older students.

School attainment is presumed to decrease as child labor increases because working while in school disturbs the learning of basic numeracy and literacy. The more the Child works, the lower the school attainment. However, the number of studies tying child Labor to test scores in developing countries is very small. Sanchez et al. (2003) using information on 3rd and 4th graders in Latin America Found that in all 10 countries tested, performance on mathematics and language tests was Lower when the child worked outside the home, and the impact became larger when the Child reported working many rather than few hours. Heady (2003), made use of a special Living Standards Measurement Survey in Ghana that included information on test scores. He found that child work had relatively little effect on school attendance but had a substantial effect on learning achievement in reading and mathematics. The effect remained strong even after controlling for the child's innate ability using the Raven's test. Because attendance was unaffected, the adverse consequence of child labour on student learning was attributed to exhaustion or lack of interest in academic performance rather than child time in school.

Some of the work in which children engage places their lives in immediate peril. Mining and deep sea diving are prone to lethal accidents. Pencil making causes many young deaths from silicosis and child prostitution carries a high risk of contracting HIV/AIDS, Bequele and Myers (1995).

Patrinos and Psacharopoulos (1995) show that factors predicting an increase in child labour also predict reduced school attendance and an increased chance of grade repetition. The authors estimate this relationship directly and show that child work is a

significant predictor of age-grade distortion (see Patrinos and Psacharopoulos, 1997). Akabayashi and Psacharopoulos (1999) show that, in addition to school attainment, children's reading competence decreases with child labour hours. Finally Heady (2003) uses direct measures of reading and mathematics ability and finds a negative relationship between child labour and educational attainment in Ghana

2.1.7. How can the problem of child labor be addressed?

Poverty is considered the major determinant of child labor in the developing world and Suam Sub-county in particular. To lessen the effect of poverty on the children in Suam Sub-county, there is need of policy intervention by the government. The government has embarked on National Universal Primary Education (UPE) in 1997 and the Universal Secondary Education (USE) programs in 2007 to ensure more children at primary and secondary level get access to formal education. The introduction of Universal Primary Education (UPE) in 1997, which provides for free primary education for all children, was a dynamic step towards a preventive strategy to eliminate child labour. The implementation of Universal Secondary Education (USE) in the country is also one of the measures to ensure compulsory education for children, hence, reducing chances of exposing them to the risk of child labour. However, despite the numerous efforts that have been put in place by the government towards the elimination of child labour in the country, many children continue to drop out of school due to lack of scholastic materials, uniforms, inability to pay development fund among others which, further push children to child labour.

The poverty eradication action plan (PEAP), the National Council for Children (NCC), the child labour unit at the ministry of Gender, Labour Social Development (MGLSD) are all streamlined directly and indirectly to address the plight of children in Uganda. The Poverty Eradication Action Plan (2000: 36) points out that poverty in Uganda is a multi dimensional phenomenon and indeed pervasive. Poverty is thus a national problem and government has put in place a PEAP as the overreaching development objective. It aims at reducing the proportion of people below the poverty line from the current level of 35% to 10% by the year 2017. According to the poverty studies between 1992 and

2000 poverty has been reducing from 56% in 1992 to 44% in 1997 and that the urban dwellers have benefited more from the growth of the economy than the rural populations.

The employment limit for Uganda should be implemented. The employment Decree (1975) limits the employment of children to minimum 14 years of age. The Decree employs labour inspectors to monitor compliance

There is need to enforce the labor laws and regulations of the country on the parents, guardians, companies that employ children. Leaders in the fight against any form of child abuse including child labour gradually came to realize that only broadly based social mobilization could force the government into strict interpretation and enforcement of existing laws and passage of more progressive child protection regulations. (Belhemer, 1982)

Child labour can be minimized by understanding what child labour is, the forms and its effects on the children. The children's Act (1989) requires that local authority social service departments provide protection for children against any form abuse including child labour. The Act of parliament gives power to social services department to take legal steps to ensure the safety of children.

According to the Public Investment Plan Fy (2007/8-2009/10), the government should do the following if child labour is to be eliminated in the country:

- The national policy on elimination of child labour and national plan of action should be clearly implemented.
- Legal framework for child labour should be reviewed and national legislation harmonized.
- There should be increased capacity of Ministry of Gender, Labour and Social Development and social partners to investigate and monitor the situation of child labour.

- Children working should be withdrawn from child labour rehabilitated and enrolled in formal education system or equipped with vocational skills.

According to the National Action Plan against the worst forms of child labour (2012/2013-2016/2017), actions include: withdrawal, rehabilitation and integration of affected children with the framework of their families and or communities

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The techniques and the procedures employed to carry out the research are presented in this chapter. The chapter explains the research design adopted and the type of data required for the research as well as the sampling procedure for the data collection.

3.1 Research design

The research is based on case study method. Case study research is good in facilitating understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. Researchers have used the case study research method for many years across a variety of disciplines. Case study research method has been widely used in social science research. It has been used to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. Yin (1984) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

Case study method of research asks questions like why and how something happens and such questions are appropriate in this study. It also enables the researcher to learn from practice to be able to inform the theory on which that study is based.

A case study method was adopted to carry out the research because; the phenomenon under investigation is a real life contemporary developmental issue and needs a combination of methods to investigate. In addition, the case study brings the investigator to a direct contact with the problem in the field. This leads to a better conversance with the circumstances of a case and helps to assess the reactions of a

group or a community to questions and issues raised in the cause of the investigation (Kumekpor, 2002).

3.2. Area of study

The study will be carried out in Suam Sub-county, Bukwo district. The researcher has chosen the above place due to the fact that the case under study is prominent in the area and needs an urgent attention. His proximity to the study area has also made him to choose the above place as this will help him to interact easily with the locals in any language favorable to them as well as reducing on his operational costs in the process of conducting the study. With the above reasons, the researcher believes he will be very efficient to carry out his research with limited obstacles.

3.3. The study population

The study population will comprise school administrators and teachers, pupils/students, of the, parents, opinion leaders among others. The target population for this study will be 71 members from which a required sample will be selected.

3.4. Sample

The target group for this study will include children both in school and out of school, parents, teachers, head teachers and opinion leaders in the communities. In this study, district and sub county authorities will also be involved or sampled because they are the planning authorities and therefore in charge of development projects, by this, they have the authority to speak about developmental problems in their districts and sub counties including child labor. Therefore a sample of 60 respondents will be selected using ***Slovin's formula*** from which different designations will be determined by simple random sampling technique.

By use of slovin's formula;

$$n = \frac{N}{1+Ne^2}$$

Where n= sample size, N= population size and e= sample probability= 0.05

N= Study Population = 71 respondents

$$n = \frac{71}{1+71 \times (0.05)^2}$$

$$n = \frac{71}{1.1775}$$

n= 60 respondents

Table 1 Sample size and population in percentage

Designation	Population (N)	Percentage	Sample size (n)
Pupils/students	30	42.2	25
School administrators	20	28.2	17
Parents and community leaders	21	29.6	18
Grand total	71	100	60

3.5. Sampling procedures/Strategies

The sampling procedures/strategies that will be used include simple Random, stratified, and purposive sampling methods.

3.5.1. Simple random sampling

This technique gives equal chance to all the members of a population to be included in the sample such as children (pupils), teachers among others in the target population.

3.5.2. Stratified random sampling

In this method, children to be sampled will be divided into categories/strata according to particular criteria, For example, according to classes, upper primary, lower primary or boys and girls among others.

3.5.3. Judgmental/Purposive sampling

This method will entirely depend on the judgment of the researcher. The samples selected will reflect the researcher's personal interests and judgment.

3.6. Instruments of data collection

The major data collection tools or instruments will include the use of structured questionnaires, interview guide and direct observation. In some incidences, review of existing literature may also be conducted. The study will rely on both secondary and primary data for the analysis. The secondary data includes class registers, academic reports, and enrolment reports. The primary data will be collected in the field through the use of both qualitative and quantitative methods. The class registers for the selected schools will be studied to find out the attendance of pupils in the selected schools. This is to help assess whether the work children engage in affects their school attendance.

3.6.1. Interviews

Interview guide will be used to seek the views of opinion leaders in the communities about child labor, its effects and how the problem can be solved. Also focus group discussions will be held with children to find out their views about child labor in their communities. Through this, children will be given an opportunity to share ideas with other colleagues on issues about whether child labor affects education in their communities.

3.6.2. Questionnaires

Structured questionnaires will be designed to collect primary data from households in the communities in the study area. Information about income of households, their educational background, their occupation, the number of children among others will be obtained through the questionnaires. Data from teachers, head teachers will also be obtained using the questionnaires.

3.6.3. Observation method

Besides using the interview and questionnaire methods, additionally the research will be compelled to use observation method where he will just observe and note certain things of importance where necessary but this is not guaranteed. This method will help in collecting primary data from the field.

3.7. Procedure of data collection

The researcher will obtain an introduction letter from Kampala International University, Faculty of Education, Department of teacher education, College of Education Open Distance E-learning introducing him to the Sub County authorities to allow him carryout his study in the sub county communities

3.8. Data analysis and processing

After the collection of the data, only correct information will be coded, edited analyzed. Data that he will collect through face to face interviews will be translated into written form. The analysis will be done through graphical representation, pie charts and tabulations.

3.9. Data presentation

Data collected will be critically analyzed, discussed and presented inform of tabulations, pie charts, graphs among others.

3.10. Limitations of the study

The research anticipates the following challenges as he will be conducting his study;

Some respondents may be unwilling to give the required information unless you 'scratch their backs.' This is going to strain the researcher's limited budget.

The researcher also anticipates financial constraints since the research is going to be carried out in up county yet he will have to fund his own research without external support.

The research is also anticipating transport problems due to the poor nature of roads in the sub county and the high cost of transport which is likely to limit his study.

Some officials may also refuse to give or decline to give information that is important to researcher for the fear of looking at the researcher as a spy. This will limit his accuracy of the results.

3.11. Summary

This chapter discusses thoroughly the research design, description of the study, sample size and selection, how data was collected, and data presentation, method of data analysis and limitations of the study.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This research discusses research questions in view of the research objectives stated earlier in chapter one so as to improve our salient issues of the subject matter in line with survey findings and literature reviewed. In the presentation of findings, tables, graphs and figures have been used; frequencies and percentages have also been used to describe findings.

4.1 Respondents by gender, age group, education levels and designation

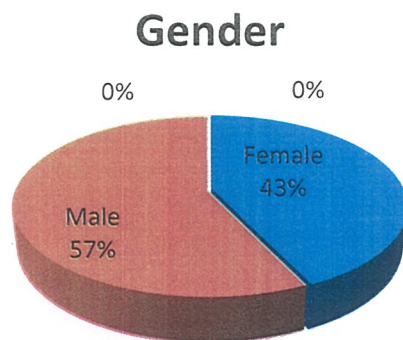
The research sought to analyze respondents basing on gender, age group, designation status, education levels and the following tables and graphs diagrammatically presents the same.

Table 2 Respondents by sex category

Gender	Frequency	Percentage (%)
Female	26	43
Male	34	57
Total	60	100

Source: Primary Data

Figure 1 Respondents by sex category



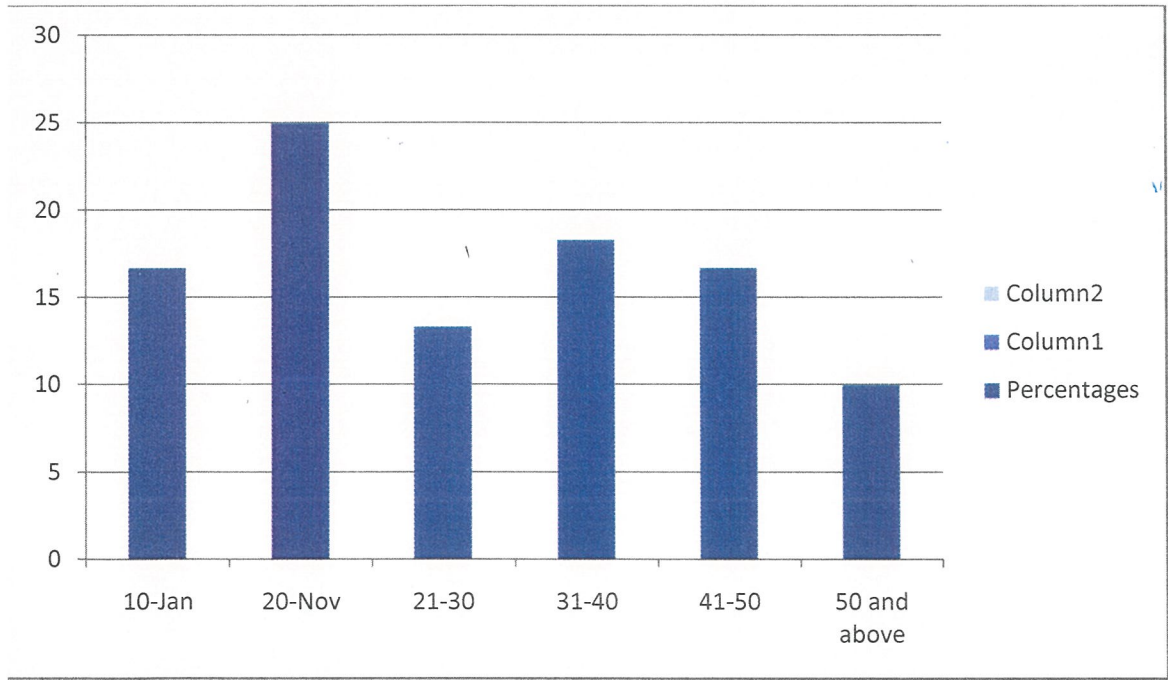
The researcher was interested in knowing gender of the respondents and it was found out that much as there is relatively gender equality, more male were involved in Suam community activities than their female counter-parts. Majority of these male represented mostly students and teachers. This was proven by 57% of the total respondents being male and the other share (43%) taken by female.

Table 3 Respondents by age-group (in years)

Years	No. of respondents	Percentage (%)
1-10	10	16.7
11-20	15	25
21-30	8	13.3
31-40	11	18.3
41-50	10	16.7
50 and above	6	10
Total	60	100

Source: Primary Data

Figure 2 Respondents by age-group (in years)



The researcher was also interested in finding out the age bracket of respondents, and it was found that those aged under 20 year were mostly pupils and students who were represented by 10 (16.7%) and 15 (25%) respondents being between 1-10 and 11-20 years respectively. Those aged 21-30 and 31-40 years were represented by 8 (13.3%) and 11 (18.3) respectively, whereas 41-50 and those above 50 years were represented by 10 (16.7%) and 6(10%) respondents respectively.

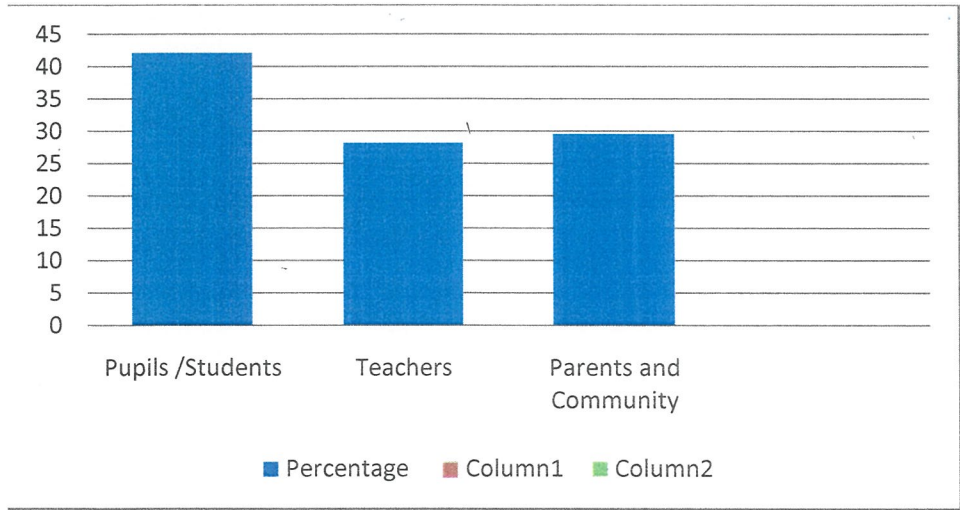
The findings of the research meant that students and pupils were given a higher chasee of representation because they are the ones who are directly involved in the child labour.

Table 4 Respondents by designation

Designation	Frequency	Percentage
Pupils/students	25	42.2
Teachers	17	28.2
Parents and community leaders	18	29.6
Grand total	760	100

Source: Primary Data

Figure 3 Respondents by designation



The researcher wanted to know what exactly the respondents he is involved with do, and he found out that most of them were students and pupils represented by 25 (42.2%). Teachers and heads of school were 17(28.2%), whereas parents and community leaders were represented by 18 (29.6%) respondents.

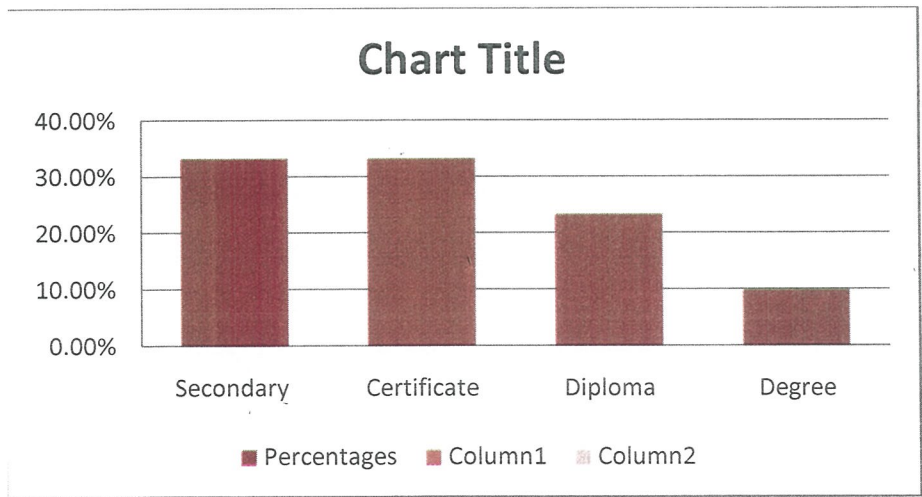
These figures indicated that most school going children (pupils and students) were involved in this research; the fact that makes it more reliable since they are the ones directly involved in the child labour.

Table 5 Respondents by education levels

Education level	Frequency	Percentage (%)
Secondary	20	33.3
Certificate	20	33.3
Diploma	14	23.4
Degree	6	10
Total	60	100

Source: Primary Data

Figure 4 Respondents by education levels



This section was meant to be answered by all respondents except pupils and students and it was found that very many of them especially for teachers were not qualified to teach as they were just secondary leavers and this was represented by 20 (33.3 respondents). Those who held certificate education and diploma were represented by 20 (33.3%) and 14(23.4%) respectively. Lastly, only 6 respondents held degree level of education and all these were found to be head teachers of the schools.

Table 6 Assessment of child labour on children education

The following are some of the forms of child labour practiced in Suam sub-county	SA		A		NS		D		SD	
	F	%	F	%	F	%	F	%	F	%
Children carryout crop cultivation on farms at home	53	88.3	7	11.7	0	0	0	0	0	0
Looking after the livestock at their homes.	40	66.7	20	33.3	0	0	0	0	0	0
Quarrying of rocks.	20	33.3	12	20	9	15	11	18.33	8	13.3
Trading in goods and items like selling vegetables, among others.	17	28.3	15	25	10	16.7	10	16.67	8	13.3
Carrying out industrial activities	0	0	0	0	0	0	10	16.67	50	83.3
TOTAL	130	217	54	90	19	31.7	31	51.67	66	110
AVERAGE	26	43.3	10.8	18	3.8	6.33	6.2	10.33	13.2	22
The following are some of the reasons for child labour among students/pupils in Suam sub-county	SA		A		NS		D		SD	
	F	%	F	%	F	%	F	%	F	%
High levels of poverty among different families who forces their children to work at early age.	30	50	30	50	0	0	0	0	0	0

Loss of parents by some of the children who must work to provide for themselves a living	23	38.3	31	51.7	6	10	0	0	0	0
Need to earn money for development fund , school fees, among others	28	46.7	29	48.3	3	5	0	0	0	0
Ignorance of some parents on the importance of education	18	30	25	41.7	10	16.7	7	11.67	0	0
Some parents with health problems make their young ones to help them at home to work and provide food.	38	63.3	22	36.7	0	0	0	0	0	0
Large family sizes among students' families and high levels of dependency on children who work to provide incomes and food.	40	66.7	20	33.3	0	0	0	0	0	0
No laws against child labour both within my school and community.	10	16.7	16	26.7	9	15	21	35	14	23.3
TOTAL	187	312	173	288	28	47	28	46.7	14	23.3
AVERAGE	26.7	44.5	24.7	41	4	6.7	4	6.67	2	3.33
Child labour has affected students/pupils of Suam sub-county in the following ways.	SA		A		NS		D		SD	
	F	%	F	%	F	%	F	%	F	%
Low school attendance by many school	52	86.7	8	13.3	0	0	0	0	0	0
Most children perform poorly after engaging in child labour	60	100	0	0	0	0	0	0	0	0

Most of the children under child labour in my school after failing repeat classes and even drop out of school.	35	58.3	25	41.7	0	0	0	0	0	0
Some of them get accidents as well as health problems as they carryout hazardous activities like spraying crops ,digging ,etc.	32	53.3	28	46.7	0	0	0	0	0	0
It has also limited children's human capital formation as they poorly attend school as well as low school performance.	25	41.7	30	50	5	8.33	0	0	0	0
It has led to reduction in life time earnings by children due to low school attainment as well as poor performance at school.	21	35	30	50	9	15	0	0	0	0
TOTAL	225	375	121	202	14	23.3	0	0	0	0
AVERAGE	37.5	62.5	20.2	33.6	2.33	3.89	0	0	0	0
The problem of child labour in Suam sub-county has been solved in the following ways	SA		A		NS		D		SD	
	F	%	F	%	F	%	F	%	F	%
Through provision of universal education by government for example universal primary education and universal secondary education to reduce education costs and increase school attendance.	47	78.3	13	22	0	0	0	0	0	0
There are strong laws against child labour in my school	30	50	20	33	0	0	10	16.7	0	0

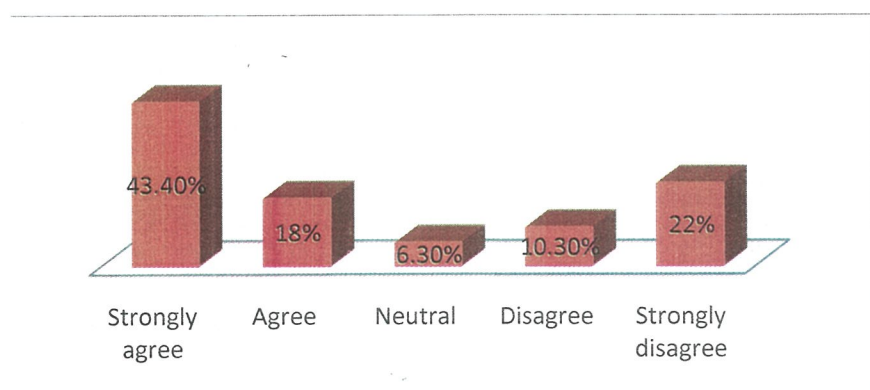
TOTAL	77	128	33	55	0	0	10	16.7	0	0
AVERAGE	38.5	64.2	16.5	28	0	0	5	8	0	0

Table 7 Average response on the forms of child labour in Suam sub-county

Measurement scale	Frequency	Percentage
Strongly agree	26	43.4
Agree	11	18
Neutral	4	6.3
Disagree	6	10.3
Strongly disagree	13	22

Source: Primary Data

Figure 5 Average response on the forms of child labour in Suam sub-county



Research conducted with the respondents of Suam sub-county about ascertaining which forms of child labour activities shows that averagely, most of the respondents think that those highlighted in the questionnaire presented to them are some of the very forms that are common in the community. These were represented by a percentage of 43.4%. This large representation say that such activities mostly involve crop cultivation and looking after livestock. On the same questionnaire however, respondents disagreed with the children being involved in industrial activities saying that there are no industries in their area. This argument was averagely represented by 22% of the total

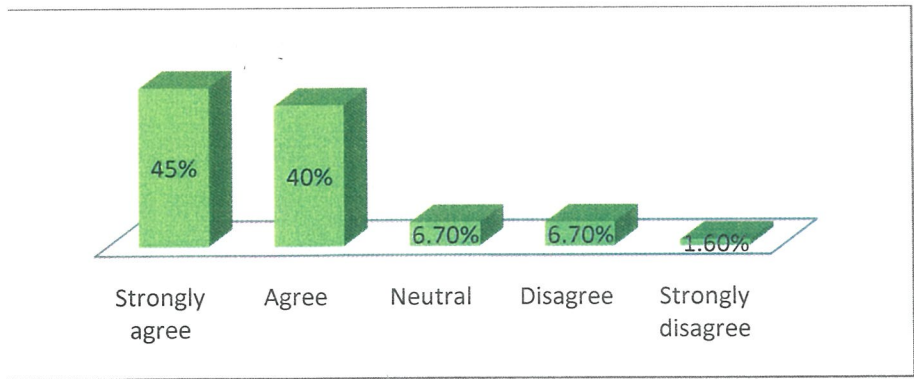
espondents as shown in the tables and graph above. There was also an observation that few of the children are involved in stone quarry and trade.

Table 8 Average response on the reasons for child labour in Suam sub-county

Measurement scale	Frequency	Percentage
Strongly agree	27	44.5
Agree	24	40
Neutral	4	6.7
Disagree	4	6.7
Strongly disagree	1	1.6

Source: Primary Data

Figure 6 Average response on the reasons for child labour in Suam sub-county



The above table and graph summarizes the response in average form for the questionnaire that was presented to the respondents of Suam sub-county seeking to know the reasons for child labour in the area. On average, most respondents agreed with the most of the reasons highlighted for them in the questionnaire. This is represented by 45% and 40% for strongly agree and agree respectively. In defense of their response, respondents say that much as there are very many reasons to why children are involved in hard labors, poverty was ranked number one. For the same section, both neutral and disagree responses were represented equally by 6.7%.

Only 1.6% represented strongly disagree in defense that laws against child labour are properly laid in the constitution but are rarely abided with.

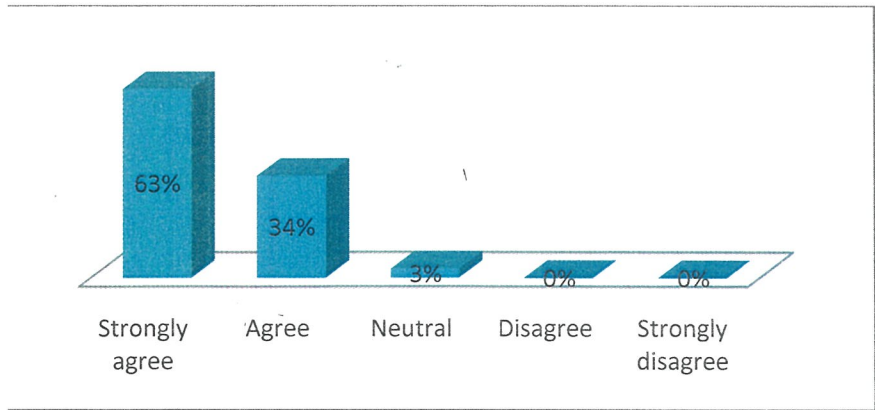
Onn this section also, a one-on-one interview was held with household heads on why their children are involved in child labour activities and in their defense, they said that child involvement is a good form of training in preparation of their maturity. They also said that a need to support family income, their education and household enterprises are some of the reasons why children are involved in child labour.

Table 9 Average response on the effects of child labour in Suam sub-county

Measurement scale	Frequency	Percentage
Strongly agree	38	63
Agree	20	34
Neutral	2	3
Disagree	0	0
Strongly disagree	0	0

Source: Primary Data

Figure 7 Average response on the effects of child labour in Suam sub-county



Furthermore, the same questionnaire that was presented to the respondents required them to give their views as of how child labour affect school going children. On average, most of the respondents agreed with the questionnaire by ticking agree side. This was represented by 63% and 34% respectively. They (respondents) argue that

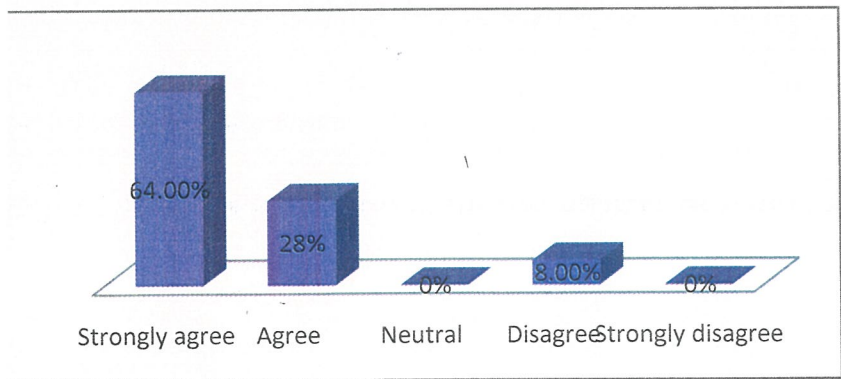
when children are engaged in home activities while it is school time, they tend to miss school which leads to poor performance in education. They say that it is after this background that children get fed-up with school which later results into dropouts. Only 3% of the total number of respondents was not sure about the concept whereas none of them disagreed with the questionnaire on this section.

Table 10 Average response on the effects of child labour in Suam sub-county

Measurement scale	Frequency	Percentage
Strongly agree	38	64%
Agree	17	28
Neutral	0	0
Disagree	5	8
Strongly disagree	0	0

Source: Primary Data

Figure 8 Average response on the effects of child labour in Suam sub-county



Finally, the researcher wanted to know the respondents’ views on the what could be the best way on curbing child labour problem not only to the communities of Suam sub-county and Bukwo district but rather Uganda as whole. For this reason therefore, the researcher drafted a questionnaire highlighting some of the solutions to curb the issue. On this note, almost all the respondents averagely agreed with the questionnaire content and these were represented by 64% and 28% as strongly agree and agree

respectively. These respondents give a credit to UPE and USE to have played an important role in keeping children at school. In their view however, parents, teachers and children would want government to improve situation of structures of most schools in the sub-county as most of the children still study under shades of trees. They also raised issues about substandard teachers, pointing out that most of them are not qualified but rather are just S.4 and S.6 leavers.

CHAPTER FIVE

5.0 Introduction

This chapter provides a summary of findings: Recommendations and conclusions.

The primary objective of this study was to establish the common forms of child labour in Suam sub-county and find out its impact on school attendance.

The specific objectives of the study include.

- (a) To identify the common forms of child labour in Suam County.
- (b) To establish the causes of child labour in Suam sub-county.
- (c) To ascertain the impact of child labour as school attendance and academic performance in Suam sub-county.
- (d) To give recommendations on how to minimize activities of child labour in Suam sub-county.

5.1 Summary of findings

The section examines the key findings of the study with regard to child labour and children's education in Suam sub-county in Bukwo district.

The main economic activity of the people in the area under study is agriculture (crop cultivation and animal rearing) but crop cultivation is dependent on rainfall which is erratic.

Unemployment and under employment of parents are a major problem in Suam sub-county due to dependency on rain fed subsistence agriculture / farming. The people are idle most of the time in the dry seasons.

Infrastructure facilities are inadequate as some schools are still held under trees and a lot, more sit on the floor due to shortage of furniture in classrooms where are provided.

There is shortage of qualified teachers in the area under study and as a result, teacher's assistances are being recruited through the senior six and four leavers to

teach in secondary and primary respectively. Untrained teachers are more than the trained teachers for example out of 100 teachers 60 are untrained teachers.

According to the educational authorities, there has been an improvement in the enrolment in town schools in the study area but the enrolment in rural areas still not encourages.

The pass rate in P.L.E and V.S.E in Suam sub-county are low. The pass rate in the area in 2015 and 2016 were 16.8% and 26.7% respectively. This is an indication that basic education in the area studied has a lot of challenges.

Child labour is considered as a normal practice and indeed healthy to the proper upbringing of the child. Children work on family farms cultivating crops and work in family enterprises are seen as part of the process by which they are trained towards adult hood.

The reasons given by the household heads surveyed for allowing their children to work were categorized into form and they are as follows; To support family income (38.1%); as a form of training (41.3%) to support children education (7.7%) and to help in household enterprises (12.9%)

The results of the survey show that all children in age 5-17years of household surveyed in the area under study at least do household chores. In all, there are six hundred seventy five (675) children in this age bracket of the household surveyed most of the them from household chores also work to assist their parents in their enterprises and on the farms especially during rainy seasons.

The international N.G.Os such as composition who provide free education for the young growing children and also providing them with uniform and free education for extremely badly off poor children. For example Kapyoyon child development center.

Parents teachers association (P.T.A) and school management committees (S.M.Cs) which are purpose to be helping in the raising of the schools are not functioning well in most schools in Suam sub-county.

There is no specific programs by the sub-county and even district assemblies to fight child labour problem through the officials admit child labour still exist in their sub-county.

5.2 Recommendations

Recommendations of the study are made possible in response to the findings. The findings indicate the need for some policy intervention to address the challenges identified: The critical issue that must be addressed is poverty within the local economy first, the social – cultural perceptions, lack of public surveillance and lack of social amenities. In this regard, the following recommendations are made to address the inadequacies identified in the findings.

5.2:1 improving the local economy

Given the state of poverty in Suam sub-county, the people should be empowered economically to be able to educate their children since formal education has been identified as a liberator. Farming being the main economic activity of the people within the area and due to the nature of rain fed pattern, they cultivate crops once in a year. One way of increasing production is for government and NGOs to provide them with dams given water from rivers are available from the Mountain Elgon and providing irrigation facilities to be able to do all year round farming which will lead to improvement in their incomes. Micro finance should be extended to both farmers and traders through rural banks and other cooperatives societies to expand their enterprises and improve their businesses thus improved incomes which increase money for promoting their children education.

5:2:2 Tackling the broad social economic situations of farmers

Participation of children in farming is culturally rooted in the communities which children entering on farms are seen as a socially acceptable practice. This way, children socialize team parent's trade and being taught as responsible adults. However, there are a thin line between social orientation and turning children into a worker and this distinction may be difficult to achieve. Fortunately, the willingness of parents to educate their children is high especially at the time that free basic education is introduced. But the social economic situation of farmers implies, really they do not have any choice but the use of children in farming, some times even to the detriment their education. To break this company, there is need also for both NGOs and sub-county officials / leaders to embark on sensitization to change the attitude of the people.

5:2:3 Increasing access quality and relevance of education

Education is the key to ending the exploitation of children. If an education system is to attract and retain children, its quality and relevance must be improved. Children who attend school are less likely to be involved in child labour works. They are likely to break out of the cycle of poverty. To achieve this in Suam sub-county and in the district at large, universal basic education is the key for it to be meaningful, the authorities should provide infrastructure facilities to equip them with furniture and qualified teachers. If therefore things are provided for the poor, facilities will be able to make sacrifices to send their children to school.

5:2:4 Dedications on parts of teachers

Dedication on part of teachers in the study was found to be lacking and to improve upon this, it is necessary for circuit supervision to step up their motivation activities. To do effective monitoring they need to be provided with means of transport since most of them come from far away and also providing allowances to motivate them discharge their duties effectively.

5:2:5 Develop vocational and technical education

The ministry of education should develop vocational and technical education to develop the youth with employable skills to prepare them adequately for adulthood. It should not be limited to only those in schools but also those who dropped out of school should be given chance to learn a trade, vocational education and training for older child labourers plays an important role in combating child labour because they would be well equipped to take better directions.

5:2: Extension of social amenities to the area

There are large number of untrained teachers in the study areas especially on primary and some in lower secondary where untrained teachers constitute 57% of the entire teaching staff. In the sub-county, trained teachers refuse postings to the rural areas because it lacks basic amenities. To run this Freud, there is need for the sub-county and district assemblies to embark on development projects in the area to open up the rest of then county. When basic amenities such as electricity, water and accommodation are provided qualified teachers would accept to come to the area.

5:2:7 Making and enforcing strict laws against child labour

The sub-county and the district assembling in conjunction with community leaders need to make strict laws to ensure that children go to school and at least complete basic level which are free now. Committees comprising of PTA, SMCS and school authorities should be formed to monitor the attendance of children in school. These activities can also identify children who are generally in need to the sub-county and even district.

5.3 Conclusion

The study looks at child labour and children's education effects in the Suam sub-county, Bukwo district, Eastern Uganda. The development of any nation depends on its human resources and the youth are the future of the nation but child labour affects human resource development. Various authorities came up with different distinctions of child

labour but the UNICEF definition is broad and touched a number of issues crucial for the study. According to UNICEF child labour is defined as follows:-

Children 5-11years engaged in any economic activity or 28hours or more domestic work per week.

Children 12-14years engaged in any economic activity (except light work for less than 14hours a week) 28 hours or more domestic work per week.

A child 15-17years engaged in any hazardous work.

The researcher reviewed existing literature and identified the causes of child labour, efforts by interventional and local bodies that seek also talked about the effects of child labour on children's attendance.

A case study method was also adopted to carry out the research because the phenomenon wider investigation is areal life contemporary development issue. The study relied on both primary and secondary data sources for the analysis. Purposive sampling method was used in the selection of the institutions to be studied

The result of the survey revealed that child labour is primarily caused by high poverty levels of households in Suam sub-county. Parents and their bid to supplement their family income coupled with social cultural acceptance of child labour practice engage children in faring and other enterprises at the expense of their education. Children attending schools were found to be working but the work was more of unpaid family work than external focus of discussion that the work affects their school attendance. There is also shortage of qualified teachers in the study area and thus this affect academic work in the area.

Several policy recommendations were suggested to deal with child labour and improve school enrolment. These sets of policy options includes improving local economy, tackling the broader social – cultural and economic situations of farmers, increasing access and quality and relevance of education motivating teachers to give the best.

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APPENDICES

APPENDIX I .RESPONDENT QUESTIONNAIRE.

I am Sande Edimon a student at Kampala International University pursuing Bachelors degree of arts with education and undertaking research on 'effects of child labour on children education a case study of Suam sub-county, Bukwo district. This research aims at determining the effect of child labour on children education in Suam sub-county, Bukwo district. As a process of data collection for the research, am requesting you to provide me with some information, this can easily be done filling in the following questionnaire. Please answer the questions as honestly as possible. This information you give will be treated with maximum confidentiality and solely for the purpose of the research. Thank you.

SECTION A

DEMOGRAPHIC CHARACTERISTICS;

1. What is your gender?

Male ☐ . Female ☐ .

2. What is your age?.

1-10 ☐

11-20 ☐

21-30 ☐

31-40 ☐

41 -50 ☐

50 and above ☐

3. What is your designation?

Pupil/student ☐ school administrator ☐ parent ☐

4. what is your level of education?. *(For the teachers and parents)*

Certificate ☐ diploma ☐

Degree ☐ masters ☐

5. Do you see any form of child labor in your community?

Yes ☐ No ☐

6. Has the above problem been addressed in your school?.

Yes ☐ No ☐

7. How have your school addressed the problem above?.

.....

SECTION .B.

Use the scale below to give your opinion about child labour and children education.

SA- strongly agrees. A- Agree D- Disagree. SD- strongly disagrees. NS- not sure.

Statement opinion

The following are some of the forms of child labour practiced in Swam sub-county	A	SA	D	SD	NS
children carryout crop cultivation on farms at home					
Looking after the livestock at their homes.					
Quarrying of rocks.					
Trading in goods and items like selling vegetables, among others.					
Carrying out industrial activities					

The following are some of the reasons for child labour among students/pupils in Swam sub-county	A	SA	D	SD	NS
High levels of poverty among different families who forces their children to work at early age.					
Loss of parents by some of the children who must work to provide for themselves a living					
Need to earn money for development fund , school fees, among others					
Ignorance of some parents on the importance of education					
Some parents with health problems make their young ones to help them at home to work and provide food.					
Large family sizes among students' families and high levels of dependency on children who work to provide incomes and food.					
No laws against child labour both within my school and community.					
Child labour has affected students/pupils of Swam sub-county in the following ways.	A	SA	D	SD	NS
Low school attendance by many school					
Most children perform poorly after engaging in child labour					
Most of the children under child labour in my school after failing repeat classes and even drop out of school.					
Some of them get accidents as well as health problems as they carryout hazardous activities like spraying crops ,digging ,etc.					
It has also limited children's human capital formation as they poorly attend school as well as low school performance.					
It has led to reduction in life time earnings by children due to low school attainment as well as poor performance at school.					
The problem of child labour in Suam sub-county has been solved in the following ways					

Through provision of universal education by government for example universal primary education and universal secondary education to reduce education costs and increase school attendance.					
Establishing strong law against child labour in my school to overcome the effects of child labour in school.					

THANK YOU

APPENDIX II

INTERVIEW GUIDE

I am Sande Edimon a student at Kampala International University pursuing Bachelors degree of arts with education and undertaking research on 'effects of child labour on children education a case study of Suam sub-county, Bukwo district. This research aims at determining the effect of child labour on children education in Suam sub-county, Bukwo district. As a process of data collection for the research, am requesting you to provide me with some information, this can easily be done filling in the following questionnaire. Please answer the questions as honestly as possible. This information you give will be treated with maximum confidentiality and solely for the purpose of the research. Thank you.

1. What has been the enrolment of students/pupils in your school from 2015 to 2017?
2. Do your school have enough facilities like furniture and text books that promote better teaching and learning process?.
3. How many teachers are there in your school?
4. What is the number of trained or untrained teachers in your school?
5. Do you have enough teachers in your school?
6. Are teachers motivated at school for example given transport allowances?
7. What has been the performance in your school from 2015to 2016?
8. Has there been any improvement in performances?

THANK YOU

APPENDIX III

Table showing population of teachers in selected schools in Suam sub county for both primary and secondary schools in 2015 to 2017.

Year (2015)	Primary school teachers		High school teachers		trained		untrained	
gender	male	females	male	female	male	female	male	female
	11	10	15	09	14	07	12	12
total	21		24		21		24	
Percentage (%)					46.7%		53.3%	
Year (2016)	14	11	17	15	15	12	16	14
total	25		32		27		30	
Percentage (%)					47.4%		52.6%	
Year(2017)	16	12	19	15	20	15	15	12
total	28		34		35		27	
Percentage (%)					56.5%		43.5%	

Source: secondary and primary data (school admin, 2015-2017).

The majority of the teachers in Suam Sub County are the males while females are the minority. on the other hand, there has been more of untrained teachers in the previous years of 2015 and 2016 for example 53.3% and 52.6% in 2015 and 2016 respectively. The increase numbers of untrained teachers were as a result of lack of enough trained teachers in the region. In 2017, I found out that the number of trained teachers had increased from 47.4% in 2016 to 56.5% in 2017.

APPENDIX IV

Table showing Student enrolment in the selected schools in Suam sub county both primary and high school from 2015 to may, 2017

year	Primary school	Percentage (%)	High school	Percentage (%)
2015.	Boys:465	48.3	499	47.4
	Girls:498	51.7	553	52.6
	Total:963	100%	1052	100%
2016.	Boys:502	47.2	472	44.6
	Girls:562	52.8	587	55.4
	Total;1064	100%	1059	100%
May, 2017.	Boys:581	45.7	519	43.7
	Girls:690	54.3	669	56.3
	Total:1271.	100%	1188.	100%

Source: primary and secondary data (sch. Admin. , Student enrolment 2015 - 2017).

The student enrolment for both the primary and secondary schools have increased progressively since 2016 for the selected schools in Suam sub county and that the enrolment of girls has always over shadowed that of the male students and this is evident in the table above for example the percentage of girls in 2016 and 2017 was 52.8% and 54.3% respectively for primary pupils while for high school were 55.4 % and 56.3% in 2016 and 2017 respectively.

APPENDIX V

Table showing a comparison in the performance of students in primary leaving examination from 2015 to 2016. In Suam sub county.

year	Primary school candidates	Number of candidates passed	Number of candidates failed
2015	Boys 65	26	39
	Girls 73	31	42
	Total 138	57	81
	Percentage (%)	41.3%	58.7%
2016	Boys 60	35	25
	Girls 69	37	32
	total z	72	57
	Percentage (%)	55.8%	44.2%

Source: Primary data and secondary data (2015 -2016).

The performance of the pupils in primary school improved in 2016 for example in 2015 the percentage of those who had passed primary leaving examination in 2015 was 41.35% out of hundred percent pupil while in 2016 it improved to 55.8% .

A comparison of student's performance in high school who sat for the Uganda certificate of education 2015 and 2016 in a selected high school in Suam sub county.

year	high school candidates	Number of candidates passed	Number of candidates failed
2015	Boys 52	25	27
	Girls 53	21	32
	Total 105	46	59
	Percentage (%)	43.8%	56.2%
2016	Boys 58	31	27
	Girls 60	34	26
	total 118	65	53
	Percentage (%)	55.1%	44.9%

Source: primary data and secondary data (2015 -2016).

In 2015 the performance of students who sat for the Uganda certificate of Education (UCE, 2015) was that 43.8% of students had passed while in 2016 the number of students who passed increased to 55.15% hence an improvement in performance unlike in 2015 the student who had failed surpassed those who had passed in their second serious national examination.

APPENDIX VI
ESTIMATED BUDGET OF THE RESEARCH.

Item	Quantity	Cost per unit	Total amount.
Ream of ruled papers	2	15,000	30,000
Pens	12	500	6,000
Ruler	2	1500	2,400
Umbrella	1	7,000	7,000
Transport	2	60,000	120,000
Notebook	2	2,000	4,000
Preparing Questionnaires	60	300	180,000
Printing report	3	20,000	60,000
Interview guide	6	200	2400
Miscellaneous			50,000
Motivation			50,000
Total			678,000/=