

**CHILD LABOUR AND PUPIL PERFORMANCE IN GOVERNMENT SCHOOLS, IN
LWABIYATA SUB-COUNTY, NAKASONGOLA DISTRICT, UGANDA**

BY

NABAYIZZI MARY

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DECLARATION

I **NABAYIZZI MARY** do hereby declare that this dissertation is my original work and that it has not been submitted to any other institution of higher learning for any academic award.

.....

NABAYIZZI MARY

.....

Date

APPROVAL

This dissertation has been submitted to the school of postgraduate studies and research for examination with the approval of my supervisor.

.....
Dr. JOYCE BUKIRWA SESSANGA

.....
Date

DEDICATION

I dedicate this piece of work to my parents Miss Namugerwa Federesi and Mr. Nkalu Missach who knew the value of Education and the value of educating a girl child since 1960's.

My further indebtedness goes to my husband, daughters and sons who missed my company during my studies.

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ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
CDW	-	Child Domestic Workers
CSEC	-	Commercial Sexual Exploitation of Children
DHS	-	Demographic Health Survey
FDNC	-	Foundation for Development of Needy Communities
GoU	-	Government of Uganda
HIV	-	Human Immune Virus
ILO	-	International Labour Organisation
IPEC	-	International Programme on the Elimination of Child Labour
MGLSD	-	Ministry of Gender, Labour and Social Development
OWNO	-	One World-Nation Online
P.7	-	Primary Seven
PLE	-	Primary Leaving Examination
SMEs	-	Small and Medium Enterprise
TFR	-	Total Fertility Rate
UBOS	-	Uganda Bureau of Statistics
UN	-	United Nations
UNDP	-	United Nation Development Programme
UNICEF	-	United Nations International Children's Emergency Fund
USDOL	-	United States Department of Labour

OPERATIONAL TERMS

A Child: A child by Uganda's Constitution is defined as any person below the age of 18 years (MGLSD, 2006:1).

A Working Child: For purposes of this research, working children are defined as persons aged 15-17 years who were engaged in economic activities for pay or family gain.

Academic performance: Academic performance is any achievement to which a pupil, teacher or school has attained as their short or long-term educational goals.

Child Labour: Child labour refers to work that is mentally, physically, or morally harmful to children (MGLSD, 2006:2); It can negatively affect their mental, physical, or social development and interferes with their schooling; by depriving them of the opportunity to attend school; by obliging them to leave school prematurely or by requiring them to attempt to combine school attendance with excessively long and heavy work. The definition is generally derived from ILO Convention No.138 (1973) on minimum age to employment; and the ILO Convention No 182 (1999) on the worst forms of child labour.

Orphan: An orphan is a person below age of 18 years who has lost one or both biological parents.

Household: This is a group of persons who normally live and eat together. In some instances, a household will be different from a family. A household will consist of a head (male or female), a spouse, children and sometimes relatives and visitors.

Head of Household: Any person in the household whose authority is acknowledged by other members of the household.

Poverty: The inability of an individual, family or community to attain a minimum standard of living. This is evidenced by the lack of basic needs and services such as food, clothing, bedding, shelter, paraffin, basic health care, roads, markets, education, information and communication. Poverty dimensions of social exclusion, powerlessness, ignorance and lack of knowledge are also, understood as drawn to as key aspects of poverty in Uganda (MGLSD, 2006:4).

ABSTRACT

This study was about child labour and pupil performance in government schools in Lwabiyata sub-county, Nakasongola District, Uganda. The study was guided by the following objectives, that are the types of child labour in Lwabiyata sub county, causes of child labour among P.7 pupils in government schools in Lwabiyata Sub County, and possible solutions to child labour among P.7 pupils in government schools in Lwabiyata Sub County.

A cross sectional survey was done and it was generally established that child labour affected the learning and education of children in Lwabiyata's government primary schools. The high rate of child labour was mainly attributed to poverty, HIV/AIDS, low incomes, culture, weak laws, population growth, limited access to education opportunities, employment, gender, social attitudes and ignorance, irresponsible parenthood, agriculture and orphan hood. Solutions suggested to child labour included; stronger government intervention, training and awareness raising, further research and adopting a zero-tolerance for child labour. Facilitation of the Universal Primary Education Programme to be improved and stronger bye-laws should to be adopted. Child labour in absolute reality is a potential threat to children, families, communities and the entire nation at large. Child labour alerts us to the fact that it has a negative impact on pupils' performance as many do not attend classes regularly, many lack scholastic materials and basic needs. The findings indicate that child labour in all its forms exists and is mainly targeting poverty affected people as well as the vulnerable children. The current law on protection of children and their rights needs to be emphasized. There is need to appreciate that every economy goes through various stages of economic development. Uganda being one of the least developed nations needs to start now on the recommendations given in this research by fighting child labour in order to have a promising next generation and to strategically meet the Sustainable development goals. The bottom line here being, child labour as referred to in this content is not constructive but a hindrance to socio-economic development. In conclusion therefore, it is pertinent to say that as much as there is a lot of combined effort by the stakeholders in Uganda made up of a tripartite arrangement inclusive of the government, workers and employers to fight child labour, the challenges faced are quite to realise total elimination of child labour. This is because the field of eliminating child labour is still new and not yet widely appreciated especially in developing countries especially in rural and hard to reach areas like Lwabiyata and there is therefore lack of adequate information statistically. There is also so much ignorance by the masses that may not directly interpret the consequences of child labour on the child's feature. Also, poverty levels in LDCs remain a big challenge because with limited resources and lack of access to basic needs, child labour is seen as an opportunity and not a threat.

The study recommended that the Ministry of Gender, Labour and Social Development should take a lead role in coordination, networking and building links at national level and setting tough laws against child labour and ensure enforcement. The District Labour Officer as a lead person should engage and undertake capacity building activities of partners at the district, especially the district council, social services, adult literacy and HIV/AIDS committees on planning committees, sub-county and community level through holding coordination meetings, training seminars on child labour in order to ensure integration in district budgets and logistical matters including data gathering and dissemination.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, purpose, specific objectives of the study, research questions, scope and significance of the study. The study investigated the effect of child labour on pupils' academic performance in Lwabiyata Sub-county, Nakasongola District.

1.1 Background to the Study

The United Nations Convention On The Rights Of The Child, UNCRC (1989), under Articles 19 and 32, and The African Charter on the Rights and Welfare of the Child (1979), under Article 15 sub-section one, provide that every child shall be protected from all forms of economic exploitation and from performing any work that is likely to be hazardous or interfere with the child's physical, mental, spiritual, moral, or social development. Article 15 of the African Charter on the Rights of the Child, and Article 33 of the UNCRC further urge that all state parties to take appropriate legislative and administrative measures to protect children in both formal and informal sectors of employment. Correspondingly, Article 32 of the UNCRC emphasizes that children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play. Thus, child labour is work that deprives children of their well-being and hinders progress in their education, development and future livelihoods. It is work which, by its nature and the way it is carried out, harms, abuses, exploits and deprives the child of education. According to UNICEF (2017), children are considered to be involved in child labour activities when; (a) children 5 to 11 years of age do at least one hour of economic activity or at least 28 hours of domestic work within a week, and (b) children 12 to 14 years of age do at least 14 hours of economic activity or at least 42 hours of economic activity and domestic work combined in a week.

Child labour was first recognized as a special problem with the introduction of factories in the late 18th century in England. It later spread to other countries in the Middle East and eventually in Africa. In the less developed African countries, child labour has become rampant especially in

areas that have been majorly remote. Williams (2001, P 124), observes that children still do jobs which is at times dangerous to their health and to their education achievements. Child labour deprives especially children between 8 – 15 which is the largest work force of development in terms of health and education.

Child labour refers to work undertaken by children below the appropriate legal minimum working age or work that interferes with children's school attendance affecting their academic performance, or hazardous work which by the nature or circumstances under which it is performed jeopardizes the health, safety and morals of children (Ministry of Gender Labour and Social Development, 2012).

The ILO (2013) in a recent report estimated 168 million as the number of children involved in child labour worldwide, stating that more than half of these child labourers are involved in hazardous work. The report reveals that Sub-Saharan Africa continues to be the region with the highest prevalence of child labour in terms of proportion of the population, at over 21%. According to the report, the incidence of child labour is highest in poorer countries, of which Uganda in this instance is one. In general, hazardous work may include: night work and long hours of work, exposure to physical, psychological, or sexual abuse; work underground or with dangerous machinery, equipment, and tools, or work which involves manual handling or transport of heavy loads; and work in an unhealthy environment which may, for example, expose children to hazardous substances, agents, damaging their health. (ILO, 2017). Estimates by ILO (2017), indicate that a very large number of children in child labour are completely deprived of education. For the 5-14 years' age group, there are 36 million children in child labour who are out of school, 32 per cent of all those in child labour are in this age range. The estimates further reveal that, while children in child labour appear at special risk of being out of school, most - about 68 per cent of the total for the 5-14 years' age group do attend school. However, growing research suggests that children who are able to attend school are also penalized educationally for their involvement in child labour. The time and energy required by labour work interferes with children's ability to acquire educational benefits in the classroom and to find time outside the classroom, and at home for independent study. As a result, children in child labour tend to achieve relatively poor in terms of learning achievement and lag behind their non-working peers in terms of grade progression generally.

According to the US Department of Labor (USDOL) 2014 report, Uganda's child labour prevalence rate stands at 30% and given the fact that Uganda has now registered higher rates of refugees; the prevalence rate may have increased to 45%. The report points out that a large number of children are involved in the worst forms of child labour and many more are engaged in domestic slavery. Apparently, many thousands of children are working in small-scale and artisanal gold mines, and the majority of whom come into contact with extremely toxic mercury nearly every day (Hold the Child Uganda, Report, 2017). The report further reveals that more than two-thirds of all children in child labour work as contributing family labourers, working on family farms and in family enterprises. This situation is so disappointing with gross effects on children's education life career. United Nations (2017) on world day against child labour revealed that around 215 million children work full-time. They do not go to school and have little or no time to play. Majority does not receive proper nutrition or care while others are always denied chance to education due to poverty levels. According to World Bank, (1999) around 45% of households in rural areas in Uganda still live under the poverty line and poverty often compels parents to send their children to work for the family to survive. These characteristics and others provide various opportunities and pressures for children to engage in child labour hence lowering their attendance to attain good performance.

Anguyo I, (2013) in one New Vision article titled "Uganda has Two Million Child Workers", reports that, at least two million children aged from five to 17 years are engaged in child labour. The findings of the report, released by the Uganda Bureau of Statistics (UBOS) establishes that, the two million child labourers make up 16% of the entire population of 11.5 million children in Uganda. The report cites child labour among the major causes of child abuse and exploitation, and fundamental violation of children's rights. It further faults child labour for slowing down broader national poverty reduction and development efforts on top of being an obstacle to achieving universal education (New vision 27th September 2013 and Daily Monitor September 27, 2013 both published online). Daily Monitor (2013), further points to a 300,000 increase in the number of children in labour work in Uganda from the 1.7 million figure as often been quoted by government, expressing concern over the increasing number of child labourers in the country despite the various interventions (Daily Monitor September 27, 2013 published online).

Nyegenye (2013), the UBOS principal statistician, Population and Social Statistics, stated in the above report, that children in rural areas were engaged in child labour more than their urban counterparts. “Most of the activities,” he lamented, “that employ child labour include agriculture which seem to be in the rural areas.” (New vision 27th September 2013 published online). This study then becomes relevant in Lwabiyata Sub County in Nakasongola district a similarly rural part of Uganda where agriculture is one of the dominant economic activities.

1.1.1 Historical Perspective

Most U.P.E schools in Lwabiyata Sub-county experience the vice of child labour which the researcher thinks has in the long run led to poor performance. Pupils in primary schools engage in major economic activities such as petty businesses, lake fishing, garden work, charcoal burning and pastoralism. The practice has impacted on the primary pupils between 8 – 14 years many of which end up missing school due to child labour. It is upon this background that the researcher opted to carry out a study on child labour and pupils’ performance among P.7 pupils in Lwabiyata Sub-county. Many pupils in this Sub-county miss classes due to this practice of child labour which is not seen as a vice by their parents. This is evidenced by the low attendance according to class registers seen especially in dry seasons. Child labour does not only deny children the right to acquire educational skills but also promotes poverty hence affecting national economies. Withdrawing children from child labour, providing them with education and assisting their families with training and employment opportunities contribute to decent creation of descent work for adults. Child labour induces children to do activities that compromise their physical, psychological, social and moral development.

Exploitation of children also causes child labour and the incentives are even in isolated households. In that case, not only would the children do a lot of shared work but also receive too small a share of the household consumption cake. The issue is about the fairness in the distribution of resources in the household. The child therefore, assumed that the only alternative is to work during leisure. Furthermore, welfare issues arose through lack of information. The guardian/parent is not fully informed about the negative consequences of children’s work on school time. They underestimate the future advantages of education.

1.1.2 Theoretical Perspective

Cunningham, (2003) observes Massachusetts pioneered public education from the seventeenth century with a law passed in 1642. The element of compulsion existed placed the responsibility on parents to ensure the education of their children – including at home. A law passed in 1647 required each town to provide schools. The call for compulsory school attendance legislation began in the 1820s. It started as a theory but later was put into practice as a common school movement. This was a movement for free, universal education paid by the government.

With the Constitution, the government allocates funds directly to schools based on enrolment. The implementation of the government-aided policy led to an almost doubling in enrolments from 1997 to 2000, with net enrolment at 97 percent in Uganda. This was an antidote to fatalism about Africa's development prospects. However, the numbers became too outrageous for the government to maintain quality hence leading to poor performance mostly of government-aided schools. Despite the progress made, Lwabiyata Sub-county provides a vivid example of some of the problems facing many other sub-counties in the region as attempt to meet the goals of government. Many schools don't have any provision of helping out primary school pupils who rarely attend schools because they don't have a vibrant guidance and counseling system within their schools. This has greatly affected the pupils from attending schools. Most of the children are subjected to helping their parents early in the mornings before going to school. Poor communities are affected by child labour as if is the case in Lwabiyata. When the children arrive at school late for classes, the teachers subject them to hard labour or punish them by caning. Sometimes they instruct them to fetch water for teachers. This system of helping parents before coming to school in the morning leads to child labour and poor performance.

1.1.3 Conceptual Perspective

When child labour was realized as a big crisis in education, the World Conference on Education for All (EFA) was convened at Jomtien, Thailand in March 1990 to set a new vision. The aim was to revive the international community's commitment to education. Convened by UNDP, UNESCO, UNICEF and the World Bank, and attended by 155 governments and NGOs, the conference outlined an 'expanded vision.' The conference focused on quality, child development, and the needs of the poorest countries. The rising profile of child labour at time was also reflected in international conferences held in 1997 at Amsterdam and Oslo. They also looked the child

spending more time at school rather than with the parents and hence improving their school performance.

Dreze and Sen (2012); Global figures mask vast disparities reflecting caste, sex and urban / rural inequalities. The net effect is that a boy from a non-poor upper-caste family has 75 per cent chance of attaining the eighth grade whilst a girl from a poor schedule-caste family has virtually no chance of reaching the fifth grade. This is characterized by a general lack of infrastructure, facilities and equipment and poverty among the many things. The parents of Lwabiyata Sub-county Nakasongola District do not know and therefore do not follow the education policy and this illustrates the gap between the aspirations and means.

As stated by Tomasevski (2003), the right to free and compulsory education, is enshrined in a number of international human rights treaties, starting with the Universal Declaration of Human Rights (1948). By recognizing the role of education in eliminating child labour, this policy development to end child labour led to the establishment of ILO. Other legal provisions obliged local authorities to provide schools where appropriate financial assistance to disadvantaged children. This eliminated excuses from children who preferred staying away from school in a bid to earn pocket money and school fees.

www.antslavery.org (2014) noted most children that are orphaned by HIV/AIDS in Africa get involved into child labour. This is due to the harsh environment they live in and some have in the end become heads of their own families compelling them to provide their siblings with everything. This accounts for constant low attendance of pupils in primary schools in Lwabiyata Sub-county – Nakasongola District. The rate of absenteeism seems to be too high due to the pupils' involvement in petty business activities.

Nooran, www.eldis.org (2007), noted that poor communities are affected by child labour as the case for Lwabiyata sub –county. When the children arrive at school late, teachers subject them to hard labour as a form of punishment. This has in turn led to pupils missing classes and as a result, the researcher thinks this is one way pupils' performance is being affected.

1.1.4 Contextual Perspective

Ashraf Chauhan, Saath Charitable Trust's child rights project officer said that he was involved in the survey that was carried out in 120 villages of Dholka and Viramgamtalukas. Nearly 2,700 children were involved in child labour in some way. So, through the Right to Education (RTE) efforts were done to release these children through awareness programmes and education. Like any other part of the country, compulsory education like government-aided schools has been enforced by first of all making it free education to four children per family. Introducing free education to poor families like those in Lwabiyata without compulsory education undermines the efforts to implement the right to education. Free education is not a substitute for compulsory education probably that is why they undermine it and fail to perform well.

Reynolds (2014) in his study about child labour found out that in Africa, during farming seasons, women work 8 hours and 30 minutes each day while men work for only 3 hours a day. As the children grow older, they tend to do the tasks of the adults. The recent World Bank statistical studies confirm this point of view. The skewed distribution of work between the adult divisions of labour had a great influence on Child Labour problems in Africa. The children of Lwabiyata are not different from Reynolds' (2014) findings and to make it worse, the girl child is involved in helping to offload their mothers with these heavy burdens of household chores.

Reynolds (2014) further noted that the high birthrate was another influencing level at macro level. It was well documented in micro-oriented studies of single communities that older children, primarily girls, did a larger share of infant and toddler child care. She observed that in her village while women spent 20% of their working hours, caring for infants and children, girls in the age bracket of 4-8 years spent 56% of their time in the same way. The household heads lacked complete information about decision making leading to excessive child labour. When the heads of the household believed their children worked less than the actual hours, they would make them work more than what was optimal.

Perkinson, 2013 praised the abolition of school fees for primary schools by the Japanese Government in 1990 which gave a final impetus to expansion of compulsory education. This deliberate state-directed policy of "catching up" modernization following its opening to the west.

The promotion of mass education became a central objective of the state during the Meiji Restoration from 1868-1911. Any parents who retained their children home to work to support them were arrested and penalized. Japan became the first non-western country to make education compulsory. And if this could be emphasized in Lwabiyata, may be it could help.

Many schools do not have any provision of helping out primary school pupils who rarely attend schools because they don't have a vibrant guidance and counseling system within their schools. This has greatly affected the pupils from attending schools. Most of the children are subjected to helping their parents early in the mornings before going to school. Poor communities are affected by child labour as is the case for Lwabiyata. When the children arrive at school late for classes, the teachers subject them to hard labour or punish them by caning. Sometimes they instruct them to fetch water for teachers. This helping of parents before coming to school in the morning leads to child labour and poor performance at PLE in Lwabiyata Sub-county.

Watkins (2014), Adam Smith believed in the value of state intervention in education, whilst Alfred Marshall stated that: The most valuable of all capital is that invested in human beings. The principle economic benefit is seen in human capital term as mirrored in 1998 ILO. This is, "Declaration Fundamental Principles and Rights at Work and its follow-up, which states that child labour is detrimental to development, since it means that the next generation of workers will be unskilled and less educated. As for Lwabiyata, the state may be worse given the fact the parents encourage their children to help them with farm work before and after school.

The Annual Report of the Special Rapporteur, 2002, pp.7-8, India represents so many contrasts. At the state level, there has been inspiring developments in promoting universal education but with low progress at the central level. The global effort for EFA and child labour elimination has no more important battle ground than India. India has the largest population of illiterates and the largest population of child workers in the world today. It represents over a third of the global total of out-of-primary school children. About a half of children aged 5-14 years are not enrolled in schools, this so called "nowhere children" in Lwabiyata who don't feature anywhere in the official child labour statistics.

In the more recent past, Walakira, et. al (2015), equally found that, many children are not enrolled in school, or go to school once in a while because they have to work in the agriculture sector. They established that, in most rural areas, some children are withdrawn from schools to attend to rice fields, doing work that ranges from transplanting rice, to acting as scarecrows to scare away birds, and similarly in West Nile, where he pointed out an increasing number of children working on tobacco farms, during school days: (2015 p.68). For Lwabiyata such these issues like cattle grazing, fishing, groundnuts weeding have been cited to impact grossly on school attendance and low academic performance. Every effort both internationally and nationally centers on reducing and eventually ending the tragedy of child labour. Nevertheless, Lwabiyata sub-county appears to have fallen short of practical implementation of these agreements and plans. Though various stakeholders, namely; parents, teachers, school management committees, administrators, district officials and all concerned authorities seemingly desire good pupils' performance, little has been done to avert child labour. This has clear signs for the continuous poor results attained every year. Thus, education of children in this area, more especially those experiencing child labour, leaves a lot to be desired.

Hence, this study intends to investigate the effects of child labour on pupils' performance in Lwabiyata Sub County in Nakasongola District.

1.2 Statement of the Problem

It has been reported in Hold the Child Uganda (2017) that, almost 15,000 children engage in child labour working in small-scale and artisanal gold mining in Uganda. In addition, the United States Department of Labour (2017) in a very recent report reveals that, in Uganda the highest percentage of children in child labour work in the agricultural sector, followed by industry and domestic services. Whereas child labour may have economic gains for peoples' survival, we cannot rule out the fact that it can have negative effects towards a child's education and development. It has been observed that primary schools of Lwabiyata sub county, child labour is a common practice and pupils have persistently performed poorly according to the progressive assessments of P.7 candidates.

Child labour seems to have great influence on the pupil's performance. Therefore, this research has proved that the poor performance in government schools is due to partly child labour. Almost at all levels of studies in Lwabiyata sub county, the records showed poor performance and greatly to

Primary Seven; The researcher therefore intended to find out the types of child labour, causes, and strategies to reduce child labour. Thus the research focused on the effects of child labour on the Performance of primary seven pupils in government schools in Lwabiyata.

1.3 Purpose of the study

The study investigated the types of child labour, recurring causes of child labour, effect of child labour and the role played by stakeholders and policy makers and making realistic recommendations for intervention.

1.4 General Objective

To assess the effect of child labour in government primary schools in Lwabiyata sub county.

1.4.1 Specific Objectives

The following are the specific objectives of the study;

1. To establish the types of child labour in Lwabiyata sub county.
2. To find out causes of child labour among P.7 pupils in government schools in Lwabiyata Sub County.
3. To identify possible solutions to child labour among P.7 pupils in government schools in Lwabiyata Sub County.

1.5 Research Questions

The following are the research questions formulated for the study;

1. What are the types of child labour in Lwabiyata Sub County?
2. What are the causes of child labour among P.7 pupils in government-aided schools in Lwabiyata Sub-County?
3. What are likely solutions to child labour among P.7 pupils in government-aided schools in Lwabiyata Sub-County?

1.6 Scope of the study

The study was divided into three distinctive scopes that is; content scope, geographical scope and time scope.

1.7.1 Geographical scope

The study was conducted in eight (8) primary schools of Lwabiyata Sub-county in Nakasongola District. It was conducted in only primary seven class in the all government primary schools.

1.7.2 Content Scope

The study was limited to the effect of child labour on the Performance of P.7 pupils in government schools in Lwabiyata Sub County, the Causes of poor Performance, and the possible solutions to effects of child labour on the Performance of P.7 pupils in Lwabiyata Sub County.

1.7.3 Time Scope

The content was limited to child labour which is the independent variable and performance at P.7 as the dependent variable. The time or period for the research was between the months of January to August, 2018 since using wide range of time provided sufficient time for data collection as the researcher intended.

1.8 Significance of the Study

The study was intended to inform Lwabiyata pupils, teachers, parents, community, Education officers, school managements, Sub County and District leaders on the gaps in implementation of recommendations and policies adopted from international conventions and national plans for elimination of child labour, and revive efforts towards eradication of child labour if the academic performance among P.7 is to be improved in Lwabiyata sub county.

Findings would help to advocate for all governments, ministries, parliaments, state agencies, justice systems and non-governmental organisations, civil society organisations, and all sectors of society to be engaged and actively coordinate the fight against child labour more easily by taking necessary steps to reduce on child labour prevalence for academic excellence among primary seven pupils.

The findings might be used by officials from the Ministry of Education and Sports, Curriculum developers, the District Administrators, School Managers and Teachers. The findings would help them to achieve organizational visions, missions, goals and objectives for a better way than it had been before.

The study will help other scholars in further research into child labour and academic performance or any other related field of research by widening their literature.

The findings ought to be used by the Parents' Teachers' Association (PTA) to understand better the linkages between child labour and primary seven pupils' performance which would help in sensitizing parents and pupils.

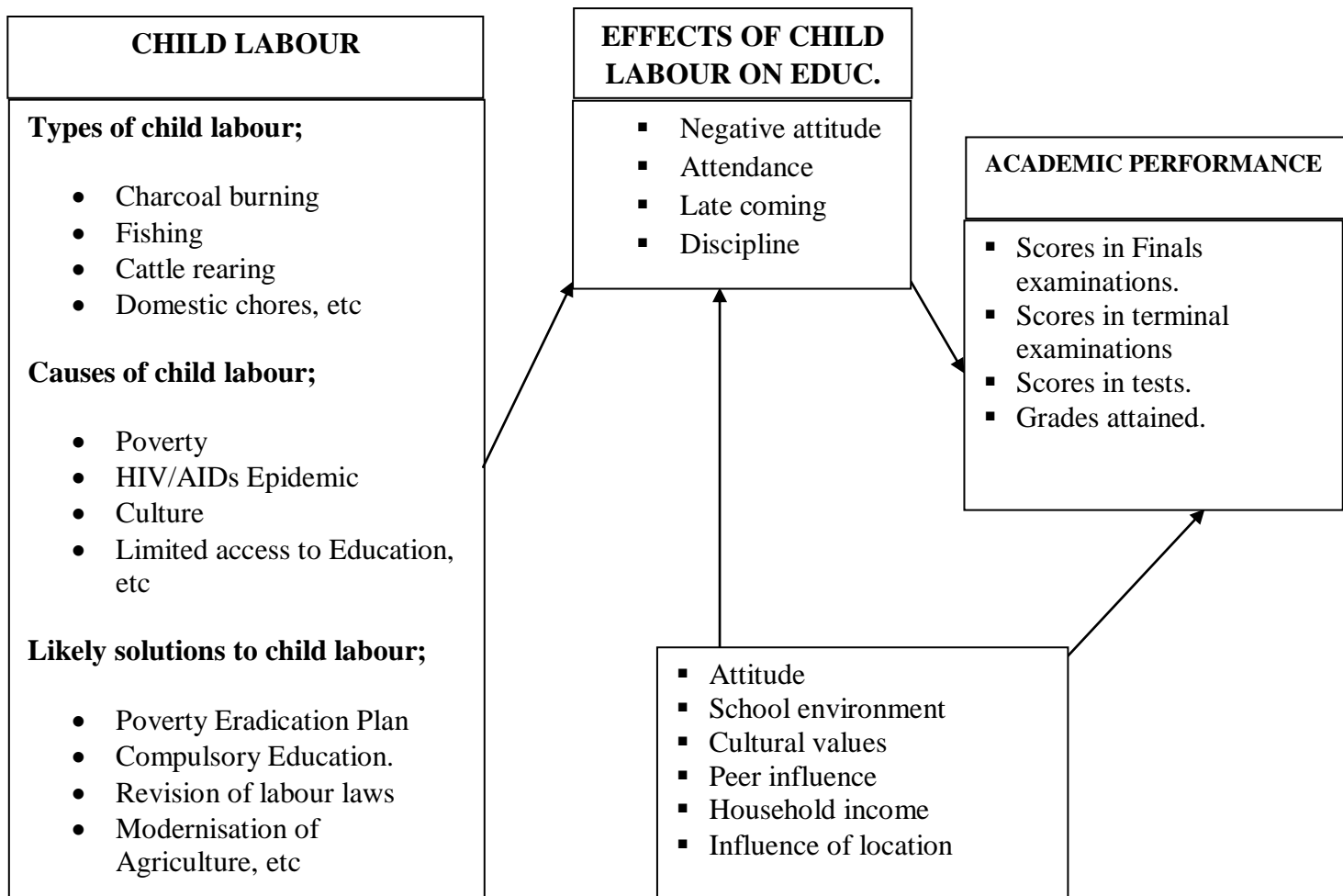
1.9 Justification of the Study

There is limited literature regarding the effect of child labour on pupils' academic performance. Most literature point out the effect of this vice at an international, regional and at a national level and not narrowing it to specific rural areas like Lwabayata. This research study therefore seeks to come up with findings that are specific and narrowed to a particular geographical location (Lwabayata sub county).

1.10 Conceptual Framework

Socio-economic, political and demographical factors that cause child labour have been considered in the conceptual framework. It has also been noted that these factors are inter-dependent. (See the conceptual framework below).

The Conceptual Framework



Source: Constructed by the researcher (2018)

In figure 1 above, the independent variable is child labour comprising causes of child labour, effects and possible solutions to child labour. This can have an effect of the independent variable which is performance among P.7 pupils reflected by scores in terminal examinations, scores in tests and grades attained. However, there are some extraneous variables that can also have an effect on the performance though these will be out of scope of the study. These include among others; attitude, school environment, cultural values and peer influence.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on review of works of other scholars related to the study. It reviews literature on child labour and its effects on pupils' academic performance guided by the research objectives. The section investigated the recurring types and causes of child labour as well as its effects. It also reviewed the nature of child labour by other scholars, and challenges faced in a bid to fight child labour in Lwabayata.

2.0.1 Theoretical Review

A system is a set of related components that work together in a particular environment to perform whatever functions required achieving the system's objective. The systems theory points out the need to involve all operations that involve all stakeholders' participation in the mitigation endeavors to avert child labour in schools for the sake of pupils learning, performance and development.

2.1 Types of Child Labour in Government primary schools in Lwabayata Sub County, Nakasongola District

In Uganda, precise data on the nature and trends of child labour is difficult to ascertain. A number of studies more particularly the thematic and sectoral studies on child labour in Uganda (ILO/SIMPOC, 2004) are progressively bringing to light the dimensions of the problem in Uganda.

In 1999, the ILO estimated that 44.15 of children between ages 10-14 are working in Uganda. In urban areas, children are employed in garages and workshops. Children also sell small items on the streets, beg, wash cars, and scavenge. Children work on commercial farms, including tea, coffee and tobacco (ILO, 1999). The Government of Uganda (GoU) reports that some of the worst forms of child labour in the country include heavy domestic work, commercial sex and sexual slavery, smuggling of merchandise across border and involvement in military operations and work of children living on the street (MGLSD,2006).

In the Caribbean for instance, childhood was further damaged by the institution of slavery. Child mortality was high amongst slaves and slave owners found it cheaper to import slaves, than to

allow their existing ones to bring up children.

After the abolition of slave trade in the British Empire in 1807 – encouraging slaves to reproduce themselves was essential to the survival of the system. Even then children as young as 4 years had to work and 10 year olds were full members of the plantation work force. This poor treatment of children continued after slavery was abolished in 1838 and in Trinidad and Tobago during the era of indentured labour (1838 – 1917). During the 20th Century, the expectation grew that children would be educated rather than work (Barrow & Ince, 2008: 30).

Fishing has been a traditional activity on lakes in Lwabiyata and along the lake shores. There are many children working long hours through chilly nights on Lake Kyoga. The risk of accidents and death is very high on the canoes, generally without life saving devices. Other associated hazards include water borne diseases like schistosomiasis, chest pains and fatigue from carrying heavy loads (UNICEF 2001). The risk of contracting STDs and HIV/AIDS is very high due to the lifestyle in fishing villages (UNICEF, 2001).

Thomas (1992) in his study about child labour in the Philippines, indicates that it was common for heads of households to under estimate the marginal utility of labour of their children. Exploitation of children also caused child labour and the incentives were there even in isolated households. This means that the child was given too little attention in the family welfare function. In that case, not only would the children do a lot of shared work, but also receive too small shares of the household consumption basket. The only alternative therefore, is to work elsewhere to supplement their needs. This welfare issue arises due to unfairness in the family, poverty and lack of information. For children, looking at the long term achievement of education and small earnings they make for pocket money, they think the latter makes a bigger difference.

Sector studies and situational analyses on child domestic work carried out by several organizations including the National Council of Children (NCC), FIDA (1995), Women and Youth Services (2001) and Platform for labour Action, have illustrated that child domestic labour is a serious problem. It was found that 90% of Child Domestic Workers (CDWs) in Uganda were girls aged between 12-17 years working conditions were demeaning; some working for more than 14 hours a day most of them had never been to school. They were involved in cooking for

the family, baby sitting, cleaning houses, taking and collecting children from school. Their terms and conditions of service were not clearly defined. More often payment was in kind; in form of food, shelter and sometimes old clothes.

There are a number of abuses associated with child domestic work including sexual and verbal abuse, beatings, isolation and detachment from friends and families. CDWs also face the risk of contracting HIV/AIDS through sexual abuse.

Commercial sexual exploitation is one of the most exploitative forms of child labour. A study carried out by the MGLSD in collaboration with the ILO's IPEC uncovered a significant number of children under the age of 18 in this practice. According to this study, 64% of the children involved in commercial sex were out of school. Most of the victims were either orphaned or from families suffering from domestic violence (ILO/MGLSD, 2004: 57).

CSEC subjects children to emotional and physical danger that can leave scars for a lifetime. HIV/AIDS and STDs, sexual assault, unwanted pregnancies and crude abortions and sometimes death are extremely high.

The rural informal sector has different work settings, ranging from cooking, goat and rearing, digging, motorbikes garages, carpentry workshops, markets. Though studies are still very limited in this sector, there are signals that the sector harbors a considerable number of working children. The study on child labour and the rural informal sector will provide new insights on the situation of the victims. The majority of child labourers (82%) are involved in hazardous work specified by the relevant ILO Conventions (MGLSD/ILO-IPEC 2004).

Some children have ended up on the streets due to people who bring them from rural areas with promises for better livelihoods and they either end up being mistreated, take to the streets or directly being inducted into street beggars for economic gains (Kasirye, 2007). Such activities affect the health and safety of children. Lists of the hazards they face include exposure to dangerous chemicals, and substances such as petroleum, paint, battery acids and electrical shocks. In addition, eyesight and hearing damage are among the potential occupational injuries inflicted on the children in the informal sector.

Construction is a very dynamic sector where children are being used as a source of cheap labour. A study by the Federation of Uganda Employees (FUE) in the construction sector in Uganda

estimated that 31.7% of children in the construction sector were in the age range 15-18 years. Another 38.7% of children in the construction sector were involved in related activities such as brick making, sand and stone quarrying.

According to the World Bank Report (2001), Child Labour is defined as labour performed by children believed to be young. This means that they unduly reduce their present economic welfare and their future potential income capabilities. On contrary to child labour, children's work means work performed by children under fifteen years of age. Children's work is a descriptive term in which we assume nothing about welfare consequence. School going children are subjected to economic activities which are hazardous and could threaten their health and deter their performance. In addition, many parents force their children to sell the produce during school days which leads to poor attendance and consequently poor performance.

In his article contributing to combating child labour according to Shapira (2006) notes that education is a human right. He further states that it is a key factor in reducing poverty and child labour. Shehzad Nooran (2006) in his article entitled The End of Child Labour by international laws that outlaw the practice of child labour. It is out of this, that the government of Uganda has tried to put institutions in many places to that effect. Such measures are aimed at helping children who are being subjected to child labour to be liberated from institutions that subject them to that hazard.(construction of non-formal schools) in hard to reach areas and hard to stay, Nakasongola inclusive.

2.2 Causes of child labour

According to 2006 International Labour Organization (ILO) statistics, 41% of Children under 14 years were working in Africa. Poverty appeared to be the major reason for child labour. The ILO statistics showed that as soon as the incomes increased, the children were withdrawn from the labour force. However, the sample (ILO) in Africa showed child labour statistics have negative association between child labour and national level that largely reflects the shares of total economic activities performed at household.

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.

In Lwabiyata Sub-county, most people are poor. This subjects the parents to involve their children in domestic and economic related work hence resulting in child labour. Poor parents send their children to work for reasons of economic gain. The consequent denial in turn sets in motion the vicious cycle of poverty.

Swardt and Thereon (2016) pointed out that hunger is the most extreme expression of poverty as the basic bodily needs are not met. Internationally, a high proportion of the poor experience extended periods of hunger and they will most likely suffer poor health, a common characteristic of impoverished communities due to risks that poor people are exposed to. They form another vicious cycle of malnutrition, poor hygiene and sanitation, natural disasters and morbidity.

It is in the light of this, that a child from a poor family will most likely go out to work for economic gains in order to meet the basic needs especially where, the child is orphaned or where there is a need to supplement the meager family incomes.

The situation is 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. The researcher suggests that, such policies and laws which have been well established should similarly be adopted by the local government officials of Lwabiyata sub-county and seriously be implemented if change is to be realised regarding the ongoing crisis of deprivation of education by child labour activities in the area, so as to improve the future of the children in the sub-county.

In developing countries, child labour is an invisible phenomenon; invisible because children work in hidden occupations such as domestic work and armed conflict. Work for young people is regarded as an opportunity rather than exploitation.

In Uganda, pandemics like the HIV/AIDS have become a major cause of child labour. The HIV/AIDS induced child labour comes about when a child loses one or both parents who have been supporting the family, the child has to look for employment for survival. With limited

opportunity to attend school and lack of family support, they have suffered indignity and the highest risk of engaging in child labour. Barrow & Ince (2008: 34) point out that, HIV/AIDS in Trinidad & Tobago has affected children's rights in a number of ways. As well as reducing their health, children with HIV may become orphans.

Low house hold income is usually a push factor for children to go looking for employment to supplement household incomes. This is common with child headed households, children with a sick parent (s) and children from generally poor families. Even where families are engaged in small and medium sized enterprises (SMEs), such businesses face financing challenges. Most of the firms are not aware of certain existing sources of finance those that are aware are credit – constrained. SMEs are always constrained by the limited availability of financial resources to meet a variety of operational and investment needs and yet, they form the backbone of all economies. Migiro (2005: 3-15), points out for example that owing to problems associated with accessing bank credit facilities, a large proportion of Kenyan manufacturing firms rely more on self- financing in terms of retained earnings. As a result, SMEs do not have adequate credit to meet the needs for business expansion. Consequently, lack of access to formal finance by SMEs for expansion has also contributed to low profits, low employment levels, and in case of employment the situation is witnessed by low salaries and hence, low incomes.

Evidence further shows that cultural factors and norms pull children towards the labour force for instance; Bradley (2011) highlighted the most significant causes of child labour using data from 591 different societies in the world that focused on task assessment among both adults and children. She found out that children of both sexes did more of women's than men's tasks. Traditionally, children in most African tribes with ethnographic evidence tend to do a large share of work in African homesteads than children elsewhere because women shoulder a large share of the economic tasks in African agriculture. This is in line with what the study was set to investigate whether it is also happening in Lwabayata Sub County.

Cultural beliefs have also affected certain sections negatively for instance, many parents force their children to observe the cultural pressures which undermine the perception of the long term value of education. 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.

According to the Uganda Bureau of Statistics, one of the factors that influence child labour in Uganda is the high rate of population growth, 3.3% per annum, (National Census Report, 2014: 5). Uganda now reportedly has the largest youngest population in the world (Larry/FNDC, 2007:1). The total fertility rate (TFR) has persistently remained high in Uganda among women in the age bracket of 15- 49 years. This has resulted into very large family sizes especially among the poor households and consequently this widens the dependency burden for such families. Uganda's population has remained characteristically young. Almost 56% of the population is below the age of 18 years. This large segment of population will in future have major implications for the nation's overall development, welfare of children and provision of social services.

Statistics indicate that in 1948 Uganda's population was 4.96 million people; in 1991 the population had raised to 16.67 million people, in 2014 to 34.6 million people. The country's population density is much higher than that of many African countries namely; Kenya, Zambia, Ethiopia, Eritrea and Tanzania (UBOS: 2014).

Brandon (1994) in his study on fertility and schooling in Ghana, shows that each additional young sibling significantly increases the probability that the eldest child will drop out of school. And those who by some minimal change survive, do not have lunch at school because the parents could only pay for their tuition. Similarly, in Lwabyata Sub county-Nakasongola district, children take time off school in a bid to earn pocket money to support themselves when they are in school.

Children trapped in armed conflict are exposed to the most traumatizing experience. Children in such situations include child soldiers, abducted children, refugees and internally displaced children and children who have lost family members as a result of conflict.

The girls and boys suffer from abduction and forced conscription by armed forces. Thus, children who have been displaced are at great risk of exploitation as labour (MGLSD, 2006: 6).

Secondly, life in the camps jeopardizes children's education and career development. Limited facilities and sufficient teachers leave many children streaming into hazardous and illicit activities. As a result of the above, some children have ended up engaging in armed conflict as child soldiers either forcefully by abduction or voluntarily. This has been a common

practice in northern Uganda, a zone that has been war torn for close to 20 years since 1986 when the war started.

According to Radda Barnen (2012) there are more than 100,000 child soldiers in Sub Saharan Africa. To him he brings some harmful physical and psychological effects towards these children. It will reduce the future working and learning capacity. Moreover, both the personality development and the skills they acquire during the war may turn them into a force that, rather than contributing to economic growth in the area may assist in future economic distribution.

According to MGLSD (2006: 7), child labour cannot be approached separately from the issue of education. This is compounded by the age for starting primary education, which is six years under the ordinary primary school enrolment. Where this is practiced, children complete their primary education before they have attained the age of 14, the minimum age for admission to employment provided for in the labour legislation. Owing to limited opportunities for education, such children start work at a tender age.

The state of gainful engagement in any economic activity usually sends children in search for work. It is rather regarded as an opportunity and not a threat on their own future. More often payment was in kind and in form of food, shelter and sometimes, old and used clothes (MGLSD, 2006: 13) hence rendering to child labour.

Both boys and girls are affected by child labour. However, the girls have special vulnerabilities. Gender inequalities and cultural attitudes that tend to give preference to boy's education over the girl's relegate them to limited opportunities of life. The life of girls does revolve around the home in domestic chores such as child care and looking after the sick. This type of work is time consuming and often interferes with education. Limited opportunities for education prevents girls from education and get attracted to any kind of job that is available. Very often, these jobs represent the invisible forms of child labour.

Boys are further attracted to do some work such as cattle keeping, fishing, charcoal burning, crushing stones, making bricks, bodaboda riding, construction works, brushing, salting and sun drying fish. In some parts of the country besides Lwabayata, cattle keeping is a form of

employment and a source of wealth, the boys look after the animals throughout their childhood without going to school at all (MGLSD,2008: 8).

Societal attitudes and ignorance have a strong influence on society as a whole including child labour practices and exploitation both in homes and outside. There is a lack of understanding regarding the difference between child work and exploitative labour. In many settings, child labour is considered normal even if it poses risks to the health and development of the child. There is widespread acceptance of child labour which prevents school attendance, especially for the girl child (MGLSD, 2006: 8).

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).

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 rudimentary 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).

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.

After Oslo, UNICEF supported the development of global programmed (1998-2002) using education as a preventive strategy against child labour that was launched in 34 countries. At the same time, the profile of education within (PEC) has become a leading catalyst in this area. The local leaders in Lwabiyata seems not initiate a programme that involves all the parents in the fight against child labour.

Derrien, (2002) highlights the weaknesses of school inspection according to the World Report 1991 by the Probe team among which included: lack of follow-up even of those visited schools; low morale within the inspectorate; lack of community accountability; data on attendance and enrolment poorly kept, inflated and fraudulent, etc. This poor enforcement machinery for compulsory education is mirrored by the labour inspection system in developing countries. Derrien graphically points out that labour inspectors who try to apply laws to protect children from work encounter a wall of incomprehension. Lwabiyata Sub-county and the district as a whole have a problem with the inspection exercise due to poor funding from the Ministry of Education and Sports and could this also be a trigger to the poor performance is yet what will be established.

2.3 Effect of child labour on pupil's performance

Child labour is a cause and consequence of the country's socio-economic destiny. The effects of child labour are gradual and don't only affect individuals who are core victims but also affect the community, nations, and the whole world in terms of socio-economic development.

Child labour hinders economic development and perpetuates poverty by keeping the children of the poor out of school and limits their prospects for upward social mobility.

Some of the effects of child labour consequently in Lwabiyata sub county government primary schools that might be affecting pupils' performance are instant whereas others are long term and can only be realised on the next generation and these are;

The immediate effect is an increased number of children fishing and burning charcoal. Children are involved in cutting trees, brushing fish, salting and sun drying fish. For as long as children are forced to work and/or prevented from attending school, they will remain powerless and trapped in

a vicious circle of poverty for generations to come since they do not have a bright future to look forward to.

One of the damaging and most wide spread risks that children face when they work prematurely is the denial of education. Lack of education is damaging because prosperity in life depends on intellectual competence starting with fundamental literacy.

Another grave consequence of child labour is poverty at family level and at community level. Poverty forces children to work to earn a living and to look after families. Their poverty situation is scaled by exploitation through underpayment, payment in kind or no pay. The lack of bargaining power and skills undermines the children's position further. With no bargaining power and skills, they are condemned to continuous exploitation and poverty. Children living in extreme poverty often work instead of attending school, their destiny remains doomed to suffer the vicious cycle of poverty. The continued reliance of poor families on the paid or unpaid work of their children as opposed to investing in their education becomes one of the most vicious and powerful channels for the transfer of poverty.

The other concern is the physical, psychological and emotional damage caused by child labour. The effects of hazardous work on children can restrict their physiological and emotional development. Child labour can harm children's sense of self-worth. Child labour also exhausts children physically, which can limit their ability to learn. It should be noted that some effects on the health of children appear in the long term. Exploitative labour also damages the children's cognitive development.

Child labour has a multiplier effect on HIV/AIDS. Children especially girls, may find that the only source of income is commercial sex. This exposes them to a higher risk of being infected with HIV/AIDS.

The following are the gradual effect of child labour;

Basically, the promise of a new generation is largely lost if child labour remains unchecked. Without an enlightened generation, there leaves room for the not so empowered generation, who will not have intellectual competence for job placement, then they shall never afford or have

access to the basic needs in life like education, health service, shelter, food and many others and the vicious cycle keeps revolving.

There are other various gradual effects that are brought about by child labour. These are but not limited to; an underdeveloped economy since this can only be well managed by an elite society. With a vicious cycle of poverty resulting from child labour, chances become high that the whole economy will remain underdeveloped. This encompasses a lot other areas of development like high mortality rates, increased poverty indicators where a society cannot afford its basic needs like food, shelter, health, education and clothing. The bottom line here is a fact that education is a key to development but for a child denied education due to child labour, may never have a bright future.

2.4 Possible solutions to child labour in relationships to P.7 performance in Lwabiyata Sub-County

Ryder G. (2013), the ILO Director-General in a report titled “Marking Progress against Child Labour”, noted that the world is moving in the right direction in the fight against child labour. He however emphasised that progress is too slow, adding that to end the scourge of child labour in the foreseeable future, there is need to step-up efforts at all levels. With worldwide efforts particularly through various international conventions and charters, National Policy choices, investments in education and social protection, political commitments of governments, the increasing number of ratifications of the international labour conventions and solid legislative framework on the impact of child labour have been overemphasized in recent years but nothing seems to be implemented in Lwabiyata.

The Sustainable Development Goals 2030, as part of the efforts, include a renewed global commitment to ending child labour. Specifically, target 8.7 of the Sustainable Development Goals calls on the Global community to take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms (ILO 2017: 19)

In addition to the Sustainable Development Goals 2030, other global efforts are the UNCRC (1989) and the African Charter on the Rights and Welfare of the Child (1979), and recently, the III Global Conference on Child Labour in Brasilia, Brazil, which led to the Brasilia Declaration on

Child Labour 2013 (ILO, Governor Federal Brazil, 2013). Uganda, as a nation joined these efforts by signing, ratifying, and adopting various international conventions, agreements and charters. Furthermore, The 1995 Constitution of the Republic of Uganda (as amended), for instance in which Article 34 (4) protects children under the age of 16 years from economic and social exploitation, Uganda being a party to the UNCRC and The African Charter for the Rights and Welfare of The Child, among others, established through the Ministry Of Gender Labour and Social Development in 2012, The National Action Plan on Elimination of the Worst Forms of Child Labour in Uganda 2012/13 - 2016/17. The Child Labour Unit at the Ministry of Gender, Labour and Social Development (MGLSD), are all streamlined directly and indirectly to address the plight of child labour in Uganda (WageIndicator 2017mywage 2017). Besides, The Uganda Police Force (UPF) within the Ministry of Internal Affairs has a Child and Family Protection Unit (CFPU) responsible for enforcing child labor laws (United States Department of Labor’s Bureau of International Labor Affairs).

On another note, Sharma’s (2015) report indicates that “Terre des Hommes Netherlands” suggests a number of key strategies to combating the Worst Forms of Child Labour (WFCL) in Uganda. These include; withdrawal of exploited children, provision of legal, psychosocial support and education or vocational training and participation in income generating activities, supporting community based child protection structures and involving them actively in protecting children from exploitative child labour, influencing livelihood development programmes including youth programmes to respond to the needs of the most vulnerable children and their families, training of Members of judiciary and police staff on child protection and child-friendly interview techniques, and mobilisation, sensitisation and organisation of the private sector to address the problem of child labour. (<https://www.fundsforngos.org/>: retrieved on 14 November, 2017).

Furthermore, the report of Joint ILO / UNESCO committee of experts on the application of the recommendations concerning Teaching Personnel, 2009, p.17 and Ratteree (2011) put stress on the need for social dialogue with teachers as part of an effective education reform process. Teachers are central to all reforms to improve the scope and quality of education. For teachers to play their role in these interventions, they need to be supported and empowered to boost net enrolment, gender disparity, school attendance and academic performance.

According to World Bank Report (2001), it is noted that schooling and education must remain the central policy instrument for overcoming child labour.

Government's solutions through The Uganda Constitution 1995 provides for the protection of children 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 shall not be employed in or required to perform work that is likely to be hazardous or to interfere with their education, to be harmful to their health or physical, mental, spiritual, moral and or social development (Uganda, 1995: 34 (4)).

The convention on the rights of the child acknowledge children's status and enhance their priority in national development plans or political agendas continue to fall short (Barrow & Ince, 2008: 1).

The Employment Decree of 1975 exists that limits employment of children between 12-18 years prevents or prohibits it for children below 12 years (Part IV Section). The decree however, restricts employment for those aged between 12 and 18years and empowers labour inspectors to monitor compliance. The employment decree section 50, sets the minimum age for employment at 12 years, except for light work as prescribed by the minister of labour by statutory order (Uganda: 1975).

The children's statute of 1996 also spells out the rights of a child and the welfare principles that guide the rights for children. Part 2, Section 9 states "A child has a right not to be made to work or take part in any activity whether for pay or not which is likely to injure the child's health, education, mental, physical or moral development. For example, all children have to help out in household work, but they must do so according to their age and ability". In addition, a child in Uganda has a right to the following (Uganda: 1996):-

A right to live with his or her parents. Provision is also made in instances where the child and parent are separated.

Right to education and guidance.

Right to be protected from violence, ill-treatment and behaviour that might show a lack of care or interest in the child.

Right to be protected from any form of discrimination.

Right to be protected from any social or customary practice that is dangerous to the child's health.

The employment Decree of 1975 and three other labour laws have been revised so that they are in line with the principles of the ILO convention Nos.138 and 182. The revision takes care of the prohibition of persons below the age of 18 years from working in hazardous and injurious work. In addition, the minimum age of admission to employment has been set at 14years.

Government through the Ministry of Gender, Labour and Social Development has initiated a number of interventions in form of policies and has also set up institutions that are indirectly aimed at eliminating child labour. These include but are not limited to Universal Primary Education (UPE), Poverty Eradication Action Plan (PEAP), National Council for Children (NCC) and the child labour unit in the MGLSD.

A national steering committee on child labour has been constituted with the MGLSD providing the secretariat. In addition, MGLSD is the government ministry housing the child labour unit. The major task of the unit is to advocate for the elimination of child labour and the promotion of general public awareness of national policies on child labour.

The Universal Primary Education (UPE) implemented since 1997 is the chief government's education priority programme. The UPE programme aims among other things at enhancing enrolment and retention of children in primary schools and improving attendance and making instructional time more effective. The programme has come with numerous advantages:

First, the provision of free primary education delays and discourages children from entering the labour market at an early age.

Secondly, the children with disabilities have an opportunity to access free primary education that draws them away from vulnerable circumstances like streets and isolation.

Thirdly, the programme not only removes the financial constraints to access and provision of facilities, but it also improves the quality of education through the provision of basic learning materials, training of teachers and expansion of post primary opportunities.

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 plan for Modernization of Agriculture (PMA) is one of the fundamental government strategies and operational frameworks through which poverty will be eradicated. Uganda is predominantly an agricultural country with more that 85% of the population depending on subsistence farming as their main source of livelihood. Measures to eliminate poverty country wide must therefore address the agricultural sector. The PMA is important for child labour because it is suspected that the majority of child workers are engaged in farming activity.

The International Conventions, ILO convention NO.138 of 1973 on the minimum age for admission to employment urges member states to ensure success of the National Policy and to effectively abolish child labour. The convention also urges countries to progressively extend the minimum age for admission to employment to a level consistent with the physical and mental growth of young persons. The convention sets the minimum age at 14 years for developing countries (and 15 for developed countries) and urges countries where the cut- off is not possible to fix the minimum age for all employment.

The ILO convention No. 182 of 1999 urges member states to aim at eliminating the worst forms of child labour. The convention, targets practices like child slavery, forced labour, prostitution, pornography, and children in armed conflict, use of children for illicit activities such as trafficking in drugs, engaging children in work which is likely to endanger their health, safety

and morals and various forms of hazardous and exploitative work.

The UN Convention on the Rights of the Child of 1989 Calls for guaranteeing the basic human rights including survival, development, full participation and protection rights in order to ensure their individual growth and well being. Article 32 urges state parties to protect children from economic exploitation and from any work that is likely to be hazardous or to interfere with the education or to be harmful to the child's health, or physical, mental or social development.

IPEC's Role and Intervention IPEC which is the arm of the ILO that works on the ground to combat child labour in Uganda. In Uganda IPEC is fighting child labour through partner organizations. Through their action programmes implemented by partner agencies, IPEC is able to prevent and withdraw children from child labour.

The Government of Uganda (GoU) has been a member of ILO –IPEC since 1998. The Ministry of Gender, Labour and Social Development (MGLSD) established a child labour unit to develop policy on child labour and promote coordination and networking among the key stake holders, this is in collaboration with IPEC.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discussed 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.

3.1 Research Design

The researcher used a cross sectional survey to find out how child labour affect the learning and education of children in Lwabiyata Sub County.

3.2 Description of area of study

Lwabiyata is a sub county which is located in the northern part of Nakasongola district. The sub county has got a total population of 4087 people (National Census 2014). The study was carried out in eight (8) Government primary schools of Nakayonza, Namiika, Lwabiyata, Nakatoogo, Kansiira, Kikooge, Kyamuyingo and Kalinda all lies towards the shores of lake Kyoga in the Central region of Uganda.

3.3 Sample selection and sample size

The researcher selected from different categories of respondents; 80 pupils, 8 teachers and 8 head teachers of the study area found in Lwabiyata Sub County. The Head teachers and teachers of those schools were visited so as to assist in identifying the children to be interviewed.

The study also investigated the stakeholders' contribution by carrying out personal interviews with 10 selected local council chairpersons from their villages and 16 parents of the affected child laboured pupils.

Using the Formula of Morgan, & Krejcie

$$s = \frac{X^2 NP (1 - P)}{d^2 (N - 1) + X^2 P(1 - P)}.$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level

N = the population size.

P = the population proportion.

d = the degree of accuracy expressed as a proportion.

The above method of determining the sample size needed to be representative of a given population will be used.

3.4 Data Collection and tools

Data was collected through a number of methods like the use of interviews to obtain the percentage of child labourers, formal and confidential questionnaires to help retrace the causes and effects of child labour, and suggestions of interventions to assess as well, the role of policy makers and stakeholders in fighting the widespread causes and effects of child labour in Uganda; the assessment of child labour in Lwabyata selected schools was conducted using methods that are both qualitative and quantitative. The following instruments were employed:

- Review of existing literature

- Semi-structured questionnaires

- Personal interviews

- Direct observation

The research targeted a population of 176 people with 122 samples including affected pupils with child labour from primary seven.

3.5 Data processing

The researcher transformed the available data into information through presentation of data in tables and charts in order to get the number and identify the data for easy interpretation. The results were summarized in form of statistical tables which involved statistical methods like percentage, frequencies that revealed the clarity and precision with which numerical data was presented and made presentable using the computer Microsoft word for word processing, formulae and Excel for all arithmetic calculations of percentage.

3.6 Data analysis

The data collected was carefully edited, sorted and coded to eliminate the inconsistencies and errors that were made during the data collection. After data processing, it was subjected to

descriptive analysis to create meaning of what was collected from the field and finding out the relationships that supported or contradicted the original or new hypothesis. Mean and Standard deviation was computed per objective.

$$S = \sqrt{\frac{\sum(x - \bar{x})^2}{n}}$$

Where X= Mean , S= Standard Deviation

Therefore in a bid to ascertain the reliability and validity of research instruments, the researcher used the following formula:

$$CVI = \frac{\text{Number of valid items}}{\text{Total number of items}} \times 100$$

Where; C= Content, V= Validity and I= Index

3.7 Limitations to the Study

The study was quite expensive in that it involved financial constraint, like printing stationery and transport. The study was time consuming. However, it was solved through researcher's sacrifice. Some respondents did not give any relevant information. Some parents, teachers and LC members were not very cooperative.

3.8 Ethical Considerations

Two considerations were used to guide the analysis objectively and knowledgeably. Objectively was important to avoid bias that may lead to over generations and the basic knowledge about child labour and pupils' academic performance. This offered the basic tool of analysis that made the study more scientific than pure guess work.

All participants in the study were freely agreed to participate voluntarily. Anonymity was observed during data collection through the use of codes.

CHAPTER FOUR

PRESENTATION OF STUDY FINDINGS

4.0 Introduction

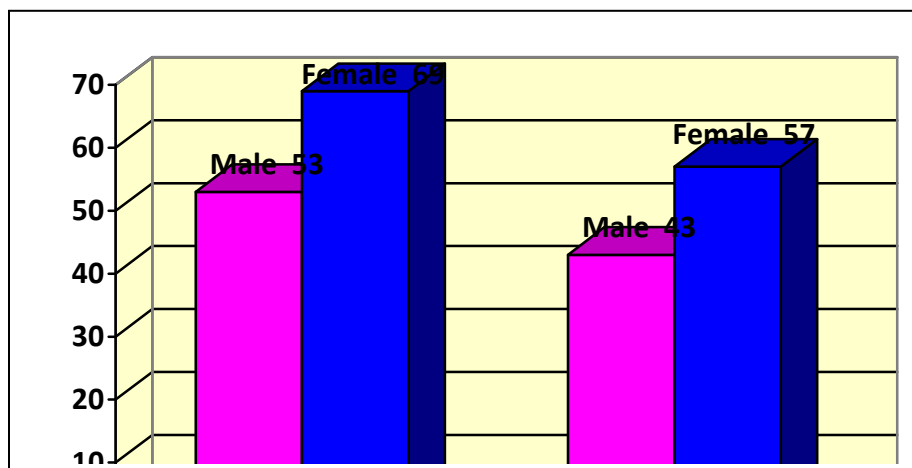
This chapter presents, discusses and analyses the study on child labour and fieldwork findings. It contains sections including background information about the child – respondents, child domestic labour findings, work related conditions, orphanage and parental status, reasons for not attending school, household heads, places of those involved in work, development partners and future suggestions.

The chapter presents background characteristics of the questionnaire including sex, the different age brackets, parental status of the respondents, attendance in school, reasons for not attending school, household heads, involvement in work, place of work, reasons for working, problems experienced at their work places, assistance offered and the particulars of assistance offered.

4.1 Distribution of children by sex

In the study, it was imperative to ascertain the gender of the children who were responding to the questionnaires. This could guide in determining the factors that lead them into child labour as shown below;

Figure 1: The Bar chart showing the gender of the pupil respondents



Primary data, 2018

From the Figure 1 above, it is possible to tell that more females were interviewed than the males.

There were 68 females at 57% and 52 males at 43%. The females unlike their counterparts the males, in this particular study were many at schools, more welcoming and little was done to convince them to be part of this research study.

4.2 Distribution of children by age

Table 1: Showing the Age Distribution

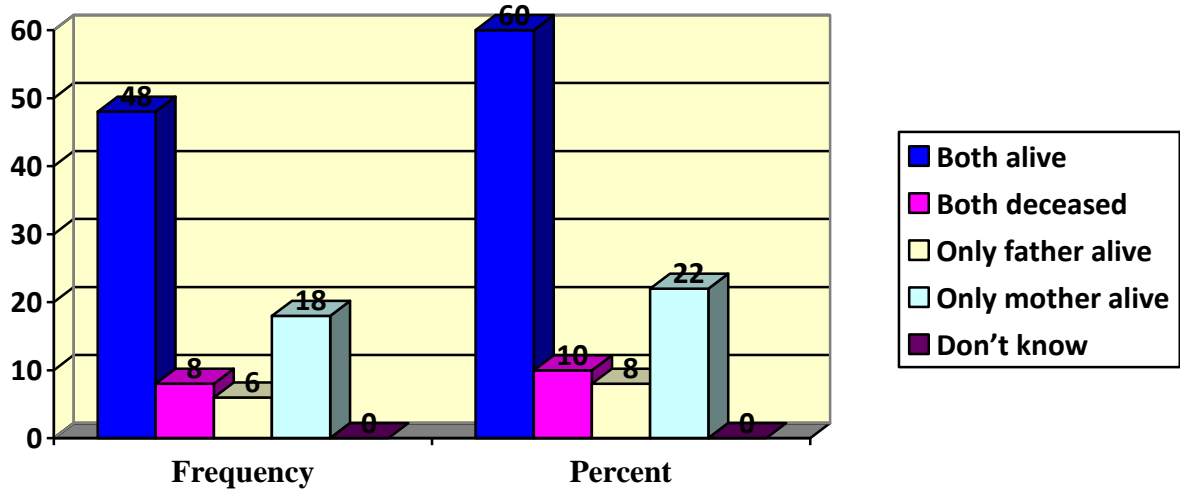
Age (years)	Gender		Frequency	Percent
	Male	Female		
11-12	05	05	10	13
13-15	24	30	54	67
16-17	09	07	16	20
Total	38	42	80	100

Primary data, 2018

Table 1 analyses the age variable. Here, the age bracket was crucial and it was broken down so as to know which group is most affected by child labour and all its worst forms. A total of 80 children aged between the ages of (11 – 17 years), were interviewed. From the (11 – 12 years) age bracket, were 05 males and 05 females at 13%, 24 males and 30 females at 67% were in the age bracket of (13 – 15 years) the highest percentage among the children while 9 males and 7 females at 20% came from the age bracket of (16 – 17 years).

4.3 Parents' status of the children

Figure 2: The Bar chart showing the Children's parental status



Primary data, 2018

Figure 2 above is to do with the parents of the children. With the area of study being a rural school setup, the orphanage variable was included because it was anticipated that it could be a push factor into child labour. 48 children at 60% had both parents alive. This was a bit surprising to find such a percentage of children with both parents working but more especially in the worst conditions ever. Reasons for this could be poverty, cultural perceptions of labour. 8 children at 10% were total orphans thus meaning that both of their parents were deceased. Only 6 children at 8% had fathers alive while 18 children at 22% had only mothers alive. It was only significantly noted that none of the children did not have an idea about their parents.

4.4 Education and performance

Education is such an important aspect in life and it must be embraced whole heartedly. A lot is there to learn from education as a virtue. A child's mental upbringing stems from school and their ability to understand is further facilitated by being exposed to education in general. Subsequent studies have shown that when children are not in school, they are more likely to be drawn into the labour force (Child Labour and the Urban Informal Sector in Uganda, MGLSD/ILO-IPEC,2004). It's at this particular moment that they are exploited by being involved in child labour and all its worst types thus becoming a developmental challenge. Education being one of the major key factors to a successful life, we have no choice but to call massive, global

intervention and as such, stakeholders and other developmental partners are needed in every way possible.

Table 2: Attendance in school

Gender	School	Frequency		Percent
	In – school	Percent	Out-school	
Males	42	53	06	30
Females	38	47	14	70
Total	80	100	20	100

Primary data, 2018

From table 2 above, 42 males at 53% were in school while 6 of the same sex at 30% were not in school meaning that they either dropped out due to various reasons or had never been there. 38 females at 47% were found to be attending school while 14 at 70% were not in school. Therefore, there were more female school drop outs than males in Lwabiyata sub county government primary schools.

4.4.1 School performance

The table 3 below shows the average marks scored per subject by 10 pupils per 8 visited schools namely; Nakayonza p/s, Namiika p/s, Lwabiyata p/s, Nakatoogo p/s, Kanziira p/s, Kikooge p/s, Kyamuyingo and Kalinda p/s , the child laboured pupils and their performances.

PUPIL	ENG (%)	MATH (%)	SST (%)	SCI (%)
A	13	02	11	13
B	44	27	23	36
C	48	30	-	-
D	-	21	-	54
E	16	06	18	32
F	34	-	32	-
G	22	06	18	17
H	28	12	07	17
I	08	16	20	30
J	06	08	10	16
MEAN MARK	21.9	12.8	13.9	21.5

Primary data, 2018

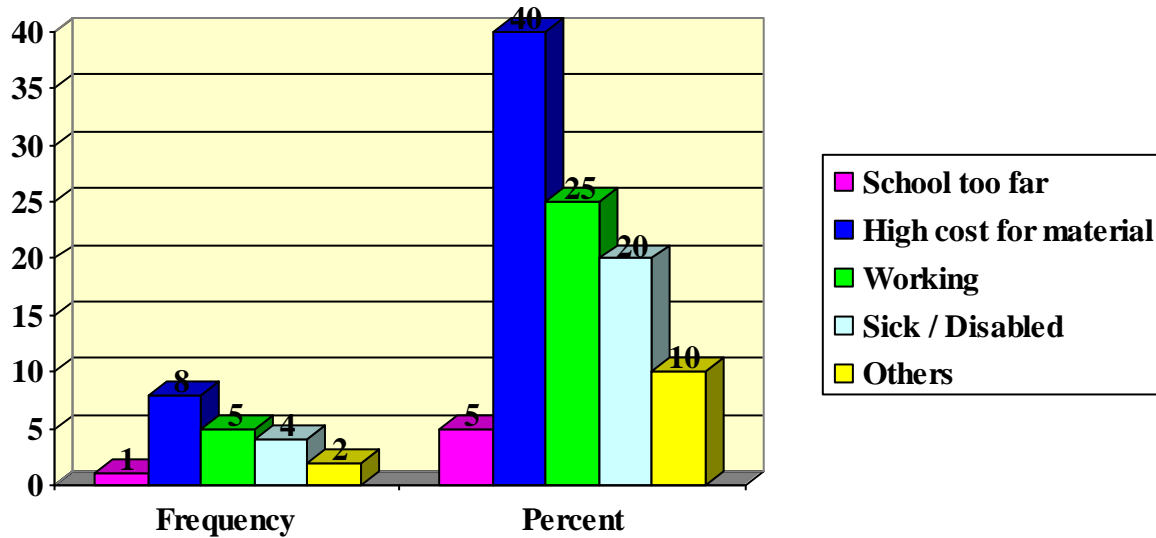
From the table 3 above, it was evident that child labour can influence absenteeism and poor performance. In all the 8 schools in which the interviews were conducted, Mathematics was worst performed.

There was generally poor performance registered with the worst average marks in Mathematics and Social Studies.

4.5 Reasons for not attending school

Chances of children being involved in child labour while attending school were as almost as high as those not attending school. From the previous table, it was established that more males than females were in school. Reasons for this were various, taking care of the sick elders, parents, lack of scholastic materials and other family members

Figure 3: Reasons for not attending school



Primary data, 2018

Figure 3 shows the reasons the children had for not attending school. One of the 20 children didn't attend school because it was just too far and that was at 5%. 8 children at 40% feared the high costs of scholastic materials and could therefore not attend school. 5 children at 25% were found to be actively involved in economic activities that hence made it impossible for them to attend school. 20% of the children were sick some with chronic illness and permanent disabilities that rendered them not fit enough to go to school. 2 of the children at 10% were not in school for certain and unclear reasons.

4.6 Distribution of house heads

It was important to identify the house heads of these particular children from the children themselves. For the children that were found in homes, permission had to be sought from their parents/guardians in order to be allowed interaction with them. Some of these heads were so keen and protective and the research team understood this being a rural oriented place of

residence, people are not so open minded.

Table 4: Household distribution

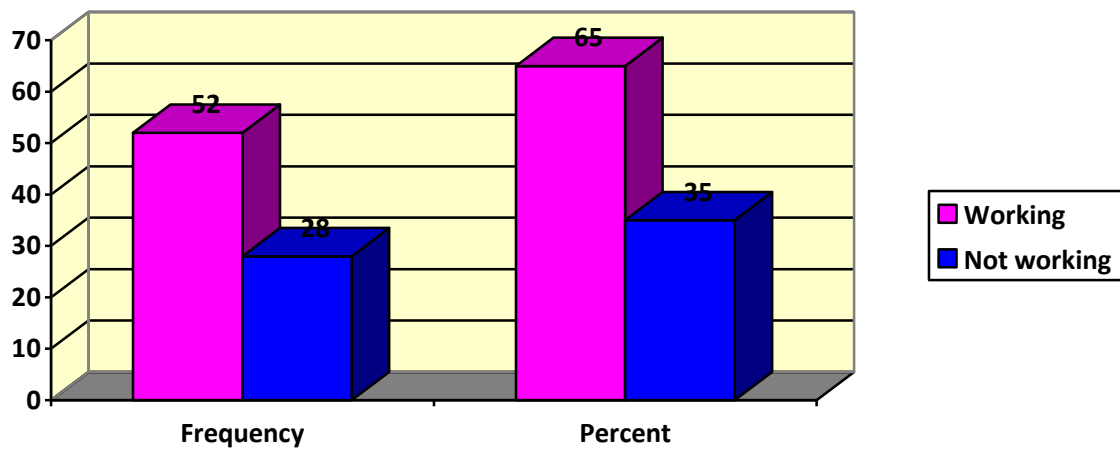
Family heads	Frequency	Percent
Mother	24	30
Father	32	40
Grand parent	08	10
Guardian	15	19
Employer	01	1
Others	00	0
Total	80	100%

Primary data, 2018

Table 4 shows that no children were found to be living on their own, 30% of the children were living with only their mothers while 40% stayed with only their fathers. 10% were staying with their grandparents while 19% stayed with a guardian. Only 1% of these children stayed with their employers and a whole none of the children did not specify with whom they were living or where.

4.7 Children's involvement in economic work

Figure 4: Bar chart showing involvement of the children in Economic Work



Primary data, 2018

Figure 4 shows that 52 children at 65% were actively involved in economic activities while 28 children at 35% were not working. This confirms the alarming status of Child Labour in the area. The difference between statistics of Figure 4 and that of Figure 3 was; in the figures, the team had to establish reasons for children not attending school whereas in Figure 4, the team generally had to establish the magnitude of the problem using a holistic approach of working and non working children.

4.8 Economic Sector Distribution

Table 5: Distribution of activities in the economic sector

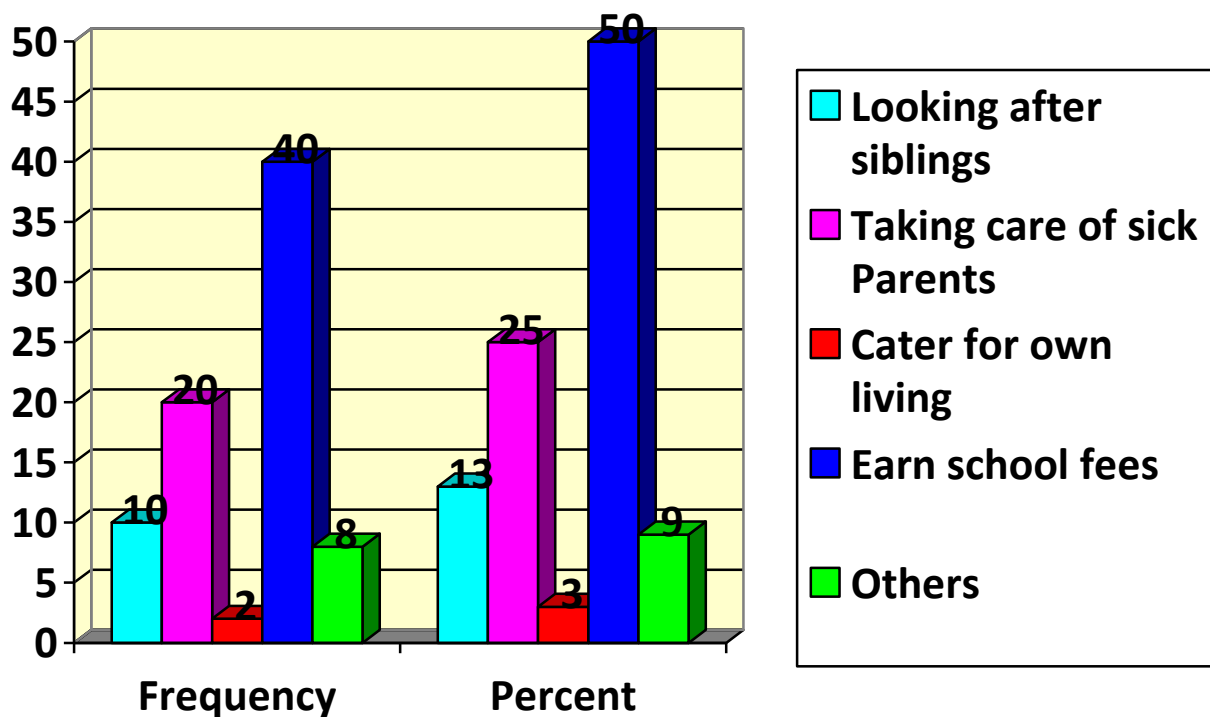
Activities involved	Frequency	Percent
Charcoal burning	12	15
Collecting and selling Scrap	04	5
Domestic work	32	40
Fishing	15	18
House construction	02	3
Prostitution	0	0
Farm work	10	12
Others	03	4
Not working	02	3
Total	80	100%

Primary data, 2018

Table 5 shows that 15% of children were involved in work in charcoal burning, 5% were into collecting and selling scrap, 40% of the children were involved in domestic work while 18% were fishing. None of the children found courage to testify that she was involved in prostitution as a way of living. 3% did construction work and were vulnerable to very many risks such as occupational hazards bearing in mind the age at which these children got themselves involved in these activities. 12% of the children were involved in the farm work. 4% of the children interviewed preferred not to comment about their economic involvement.

4.9 Reasons for working

Figure 5: Reasons for working



Primary data, 2018

Figure 5 above shows that 13% of the children were involved in economic activities simply to cater for their siblings. 25% worked so as to be able to take care of their sick parents. 3% worked such that they could be independent and take care of themselves while 50% toiled for themselves such that they could be able to pay their own school fees.

4.10 Problems experienced while at work

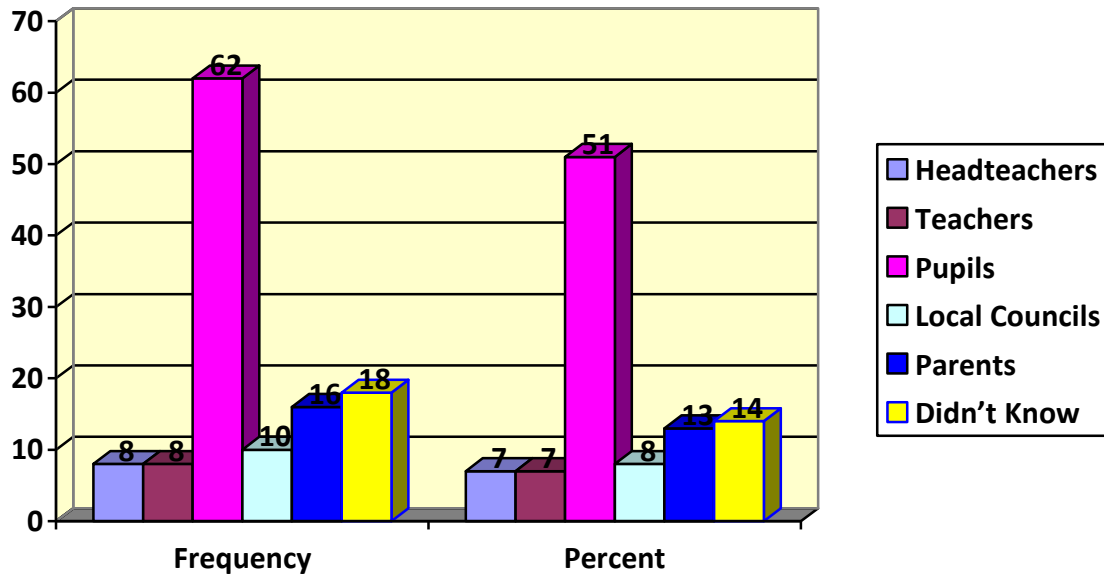
Table 6: Problems encountered at work places by working children

Problems	Frequency	Percent
Verbal abuse	10	12
Sexual harassment	0	0
Low pay	14	18
Heavy work loads	20	25
Long hours of work	26	32
Others	08	10
Not working	02	3
Total	80	100

Primary data, 2018

As much as these children worked to earn a living and other reasons that got them involved in economic activities, they experienced a lot of problems. 12% were constantly abused verbally at their places of work, 18% toiled and were rewarded with little or no pay at all, and 25% carried very heavy workloads on a daily basis. 10% experienced a lot of problems but did not specify which ones they faced at their work places, 26% worked long hours and none of the children faced sexual harassment at their work place as shown above in Table 6.

Figure 6: Showing Respondents knowledge about child labour



Primary data, 2018

Figure 6 above shows that almost all the respondents contacted had knowledge about child labour. 62% of the children knew what child labour is and only 18% did not have any knowledge about child labour. However, rest of the stakeholders' respondents, that is, Headteachers, Teachers, Local Councils, and Parents had heard about child labour. There seemed to be awareness created before by NGOs like Save the Children and World Vision in the area.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the views of the summary, conclusion and recommendations of the field findings basing the facts on the effect of child labour on the pupils' academic performance in government primary schools in Lwabiyata sub county in Nakasongola District with a case study of eight schools namely; Namiika, Lwabiyata, Kansiira, Kalinda, Kyamuyingo, Nakatoogo, Kikooge, and Nakayonza primary schools, the issues to do with child labour as addressed by the stakeholders and how to improve performance in Lwabiyata government primary schools. Also causes were registered and how fighting child labour can enhance performance.

5.1 Summary of the findings

The research summaries show that the data was reliable. This was based on the findings presented in Figure 1 which revealed the gender sensitivity of the respondents where 57% of the respondents were female learners, and 43% were male between sound ages of 11-17 years as presented in Table 1. The rest of respondents were mature adults which meant that most of the respondents were able to provide reliable information since they could easily interpret the questions before answering and thus the information they provided was reliable in answering research questions.

5.1.1 The types of child labour faced by primary seven pupils that affect their academic performance in Lwabiyata

The researcher discovered that child labour takes place mainly in low income sub counties and schools where parents' daily income is very low. This was based on findings presented in Figure 3 which revealed that many children were not attending school in order to complement their parents' income so that they can afford to get scholastic materials. Figure 2 further confirm the fact that 60% of these child laboured pupils had their parents living.

In 1999, the ILO estimated that 44.15% of children between ages 10-14 are working in Uganda. The Government of Uganda (GoU) reports that some of the worst forms of child labour in the country include heavy domestic work, commercial sex and sexual slavery, smuggling of merchandise across border and involvement in military operations and work of children living on the street (MGLSD,2006). However, in Lwabiyata, the most common child labour discovered during this research that would affect their academic performance were; Charcoal burning, Fishing, grazing animals, cooking, digging, motorbikes garages, carpentry workshops, markets selling firewood, salting fish, drying, smoking fish, collecting and selling scraps, and Child domestic work where these children are subjected to long hour of work which is the worst form of child labour discovered in Lwabiyata sub county since many perpetrators of the vice do not know that it is a form of child labour as it is mistaken to be a method of grooming children and as well fulfilling their home responsibilities.

Sector studies and situational analyses on child domestic work carried out by several organizations including the National Council of Children (NCC), FIDA (1995), Women and Youth Services (2001) and Platform for labour Action, have illustrated that child domestic labour is a serious problem. It was found that 90% of Child Domestic Workers (CDWs) in Uganda were girls aged between 12-17 years working conditions were demeaning; some working for more than 14 hours a day most of them had never been to school. They were involved in cooking for the family, baby sitting, cleaning houses, taking and collecting children from school. Their terms and conditions of service were not clearly defined. More often payment was in kind; in form of food, shelter and sometimes old clothes and this is the case in Lwabiyata.

A study carried out by the MGLSD in collaboration with the ILO's IPEC uncovered a significant number of children under the age of 18 in this practice. According to this study, 64% of the children involved in commercial sex were out of school. Most of the victims were either orphaned or from families suffering from domestic violence (ILO/MGLSD,2004: 57). But in Lwabiyata, the researcher further found out that there were no children engaged in such child labour like prostitution, working in factory, and construction works.

The researcher concludes that parents in families living below poverty line see children as part of contributors in their family income. This was also supported by Eric (2005) who used a theoretical model of child labour, where he showed that the only reason parents send children to labour is because they cannot afford paying fees for their school going children.

5.1.2 The causes of child labour among P.7 pupils in government primary schools in Lwabiyata Sub County

Basing on research findings on the views of the stakeholders, the researcher summarises that poverty is the major cause of child labour in Lwabiyata which in turn has a multiplier effect that make children vulnerable to poor performance. This was as a result of the research findings on Figure 5 revealing that 50% of the school going children in Lwabiyata government primary schools toiled for themselves to make ends meet and they could also be able to pay their own school fees.

According to 2006 International Labour Organization (ILO) statistics, 41% of Children under 14 years were working in Africa. Poverty appeared to be the major reason for child labour. 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.

In Lwabiyata Sub-county, most people are poor. This subjects the parents to involve their children in domestic and economic related work hence resulting in child labour. Poor parents send their children to work for reasons of economic gain. The consequent denial in turn sets in motion the vicious cycle of poverty in the sub county .according to Swardt and Thereon (2016), Poverty can also result in hunger. It is in the light of this, that a child from a poor family will most likely go out to work for economic gains in order to meet the basic needs especially where, the child is orphaned or where there is a need to supplement the meager family incomes as illustrated by the

researcher in Figure 4 revealing that 65% of p .7 school going children were actively engaged in economic activities confirming the magnitude of the problem in the area.

The situation of child labour is exacerbated by inadequate policy and weak laws and reluctance of the law enforcement bodies. This research reveals that the local council respondents knew that many children in their jurisdiction were involved in child labour but nothing much was done to curb the vice.

Evidence from this research, in Table 2 further shows that cultural factors and norms pull many children in Lwabiyata out of school, especially girl-children of which 70% of the school going age had dropped out of school. Bradley (2011) highlighted the most significant causes of child labour using data from 591 different societies in the world that focused on task assessment among both adults and children. She found out that children of both sexes did more of women's than men's tasks. Cultural beliefs have also affected certain sections negatively for instance, many parents force their children to observe the cultural pressures which undermine the perception of the long term value of education. 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.

Other causes of child labour in Lwabiyata are societal attitudes, ignorance, and Polygamous families.

Basing on the research findings presented in Figure 4, the research concluded that the reasons for increasing child labour and school dropout amongst children are many because many families cannot adequately fulfill their basic needs and therefore, parents oblige children to engage in risky jobs due to family condition which can have an adverse influence on children's educational like increased primary school children dropouts before they complete their studies as most of them tend to develop much love to earning money a thing that makes them see attending school as a wastage of time.

5.1.3 The solutions to the problem of child labour among P.7 pupils in government primary schools in Lwabiyata Sub County

The researcher regarding these research objectives summarised that Government need to develop different policies that directly fight child labour menace. This was based on the findings presented in Figure 6 where the majority (62%) of the respondents agreed strongly that the child labour is a problem but did not know how to solve it. So there is need for the government to vigorously carry out sensitization in rural areas. This was in line with Sumana (2001), who revealed that Governments of countries all over the world have different policies and programmes across borders to directly or indirectly fight child labour nuisance.

The researcher suggests that, such policies and laws which have been well established should similarly be adopted by the local government officials of Lwabiyata sub-county and seriously be implemented if change is to be realised regarding the ongoing crisis of deprivation of education by child labour activities in the area, so as to improve the future of the children in the sub-county.

Ryder G. (2013), the ILO Director-General, noted that the world is moving in the right direction in the fight against child labour. He however emphasised that progress is too slow, adding that to end the scourge of child labour in the foreseeable future, there is need to step-up efforts at all levels.

Furthermore, the report of Joint ILO / UNESCO committee of experts on the application of the recommendations concerning Teaching Personnel, 2009, p.17 and Ratteree (2011) put stress on the need for social dialogue with teachers as part of an effective education reform process. Teachers are central to all reforms to improve the scope and quality of education. For teachers to play their role in these interventions, they need to be supported and empowered to boost net enrolment, gender disparity, school attendance and academic performance.

The various scholars' research findings on the measures to mitigate effects of child labour on performance in academics that is victor and Hughes (2006); Reynolds (1992); Cohen (2004) indicate that child labour to a greater extent might lead to grade retention and performance of primary school children. Therefore, stakeholders in education may need to devise means to avert this learning situation.

Basing on the research findings in the table 3, the researcher concludes that it is necessary to promote free and compulsory education but also engage other stakeholders to fight child labour. This was supported by Khan (2007) who found out that children who lack education or dropout of their school, usually lack knowledge and more vulnerable to exploitation. As a result they become uneducated or unskilled labour. More so, providing free education is considered as a first priority that helps in fighting and reducing child labour as a number of agencies such as UNICEF, UNESCO (2008) and World Bank are fighting against child labour by trying to provide access to education to all children.

In addition, UNICEF is working with governments in developing countries and UN agencies in providing Universal Primary Education aimed at reducing child labour.

Other viable solutions are;

The Ministry of Gender, Labour and Social Development specifically be charged to take the lead in co-ordination, mobilizing support and capacity building for victims and psycho-social support for those recently involved in child labour. The child labour unit and the department of youth and children should be the central at coordinating level, while the District Labour and Probation and Welfare officers take the lead in co-ordination at the district level.

Ministry of Finance, Planning and Economic Development should spearhead to mainstream social protection in the poverty eradication action programmes, development plans as well as increasing budget allocations for programmes which reduce vulnerability of children to domestic labour.

ILO-IPEC together with Ministry of Gender, Labour & Social Development supported by Law Reform Commission should take advantage of the review process of the children Act CAP59, 2000 identify issues of child trafficking. The Ministry of Education should be supported to address problems of children dropping out of schools, a situation that renders children very vulnerable. The ministry is charged to lead the coordination of all efforts geared at addressing child labour related issues.

There is need to train law enforcement personnel, teachers, local and community leaders, civil society and other stakeholders on how to deal with the problem of child labour in general. The study revealed that child labour exists and the population is quiet about it thus putting the lives of many innocent children in danger.

There is need to raise awareness about child labour matters among the children. Most of these children don't know that their rights are being violated. Schools should be visited regularly so that they are sensitized. Use of the mass media to hi-light these grave misfortunes, educational materials, music, dance & drama are among the activities that should be adopted if we are to address this global problem.

There is need to initiate a periodic collection of information to up-date the data base on child labour using the Uganda Bureau of Statistics and other stakeholders. Community involvement including parents, guardians, children and parents, teachers, support groups and volunteers is highly needed. These can also be helpful in prevention, coping and mitigation of causes of child labour and eventually the performance in many government schools will be improved. Collectively, this is likely to lead to achieving some of the sustainable development goals. Parents and possible guardians should urgently intervene and get involved in programmes that aimed at mapping out their children's future. They need to collectively come out and speak against child labour and all its worst forms.

5.2 Conclusion

Child labour in absolute reality is a potential threat to children, families, communities and the entire nation at large. Child labour alerts us to the fact that it has a negative impact on pupils' performance as many do not attend classes regularly, many lack scholastic materials and basic needs.

The findings indicate that child labour in all its forms exists and is mainly targeting poverty affected people as well as the vulnerable children. The current law on protection of children and their rights needs to be emphasized. There is need to appreciate that every economy goes through various stages of economic development. Uganda being one of the least developed nations needs to start now on the recommendations given in this research by fighting child labour in order to have a promising next generation and to strategically meet the Sustainable

development goals. The bottom line here being, child labour as referred to in this content is not constructive but a hindrance to socio-economic development. Therefore, it's got to be eliminated with all available tools.

In conclusion therefore, it is pertinent to say that as much as there is a lot of combined effort by the stakeholders in Uganda made up of a tripartite arrangement inclusive of the government, workers and employers to fight child labour, the challenges faced are quite to realise total elimination of child labour. This is because the field of eliminating child labour is still new and not yet widely appreciated especially in developing countries especially in rural and hard to reach areas like Lwabyata and there is therefore lack of adequate information statistically. There is also so much ignorance by the masses that may not directly interpret the consequences of child labour on the child's feature. Also, poverty levels in LDCs remain a big challenge because with limited resources and lack of access to basic needs, child labour is seen as an opportunity and not a threat. The HIV/AIDS pandemic without a cure has continued to have adverse effects on families living child-headed households and sometimes the young taking care of the sick elders. Finally, not limited to the above challenges but among others, rapid population growth has normally contributed to the dependency burden. In such cases, poor families that are not able to sustain themselves usually send young children in search for work like in stone quarries, fishing, commercial plantations and farms, cattle grazing, collecting scraps. In conclusion therefore, much as there are efforts to fight child labour, Uganda and particularly Lwabyata sub-county still has an uphill task of eliminating it totally.

Through the interviews conducted, it was generally confirmed that child labour domestic heavy workload is the most common salient type of child labour in Lwabyata government primary schools and has for many years impacted on the performance of primary seven pupils.

5.3 Recommendations

The researcher recommends the following as a way of fighting child labour and improves performance in schools effectively and successfully;

The Ministry of Gender, Labour and Social Development should take a lead role in coordination, networking and building links at national level and setting tough laws against child labour and ensure enforcement. There exist a National Committee on Child Labour that

will take a lead role to guide, sensitise, support, and coordinate the programmes and activities geared towards fighting child labour and improving performance especially in government rural schools. The Committee will ensure that child labour concerns are integrated in the Policy reviews, programmes, plans, budgets and activities. The child labour unit which is a focal point on child labour matters will coordinate the implementation of the programme activities.

The roles at the national level should be reproduced and implemented at the district level. The District Labour Officer as a lead person should engage and undertake capacity building activities of partners at the district, especially the district council, social services, adult literacy and HIV/AIDS committees on planning committees, sub-county and community level through holding coordination meetings, training seminars on child labour in order to ensure integration in district budgets and logistical matters including data gathering and dissemination. As the central government coordinates at the national level, the following should be done: -

Government support for institutions such as the National Committee on child labour to drive the development and implementation of appropriate social protection efforts to fight child domestic labour. Local governments have unique strengths on which they can capitalize to contribute to policy development and awareness raising on child labour at the district level.

Targeting which involves disaggregating data of the vulnerable children affected by domestic labourers, selecting a delivery channel and methods to be used for families when accessing the nature and type of support.

Capacity building of institutions in terms of human resource and their infrastructures which can be done through training on the issue of child domestic workers. Such training should include social protection appeals, labour act and policies on thematic and sectoral studies reports as well as exposure through literature and site study visits.

The International Labour Organisation has for over the last 10 years supported Action Programmes geared towards fighting child labour and all its worst forms in Uganda. There is absolutely every need to continue this support, especially building capacity of partners not only in urban areas but also in rural areas particularly Lwabayata sub county.

Development partners especially ILO-IPEC, should liaise and mobilise resources and work with and other development partners such as UNICEF, World Vision and Save the Children in

Uganda, to strengthen efforts to eliminate child labour. They can further do the following;

Identify child protection ambassadors both nationally and internationally on issues of child labour. They should be able to help monitor the child domestic workers, gather data and reports as well as training.

Assistance should be targeted towards the development of relevant and specific effective programmes which reinforce the rehabilitation of children in their communities and ensure long term sustainability and success of such interventions, for instance providing scholastic materials and other basic needs, paying school fees and sensitizing a child laboured family on the importance of education.

Provide adequate resources and funding to key stakeholders for the rehabilitation of children.

Communities which include; parents, teachers, local councils, informal leaders and clan heads should take a lead in awareness raising programmes and social mobilisation against child labour as one of the ways to improve performance in Lwabayata government schools at PLE. There is need for regular counseling and promotion of life skills for potential and affected children to increase sensitivity of the matter, discourage early marriage, report such cases to the relevant authority, and mobilisation resource and enhance problem identification so that emotional support is enhanced.

The Government of Uganda on 1st May, 2007 launched a National Child Labour Policy. This needs to practically be implemented and not end on paper like many other policies. There is need to adopt a zero-tolerance for child labour.

There is need to strengthen the Universal Primary Education sector. It is now appreciated that the early years of life to a child's physical, cognitive and emotional development are very important. As a result, more early and pre- school provision is available for children. Young children should be taught to think and make judgment about the world more than in the past, and to participate more actively in society. This approach allows children to be more resilient and to make the most of their right to make autonomous decisions

Cognitive and physical development in a child's earliest years can have a disproportionate

effect on achievement and productivity later in life. According to Evans, Myers & Ilfeld (2000); the basic premise within the early childhood care for development field is that investment in the early years promotes optimal development. Optimal development refers to children's ability to acquire culturally relevant skills and behaviors, which allow them to;

- Function effectively in their current context
- Adopt successfully when the context changes and/or
- Bring about change.

Embedded with their family, their community, and their cultural values, young children from birth to eight needs to be supported in the development of the physical, mental, social and emotional abilities that will enable them to survive and thrive in later years.

For purposes of this discussion; Evans et al (2000) define early childhood care for development as follows;

Early childhood care for development includes all the supports necessary for every child to realise his/her right to survival, to protection, and to care that will ensure optimal development from birth to age eight.

Children have a right to live and to develop to their full potential. The right is set forth in the convention on the right of the child. It is also a right guaranteed by the Declaration of the World Conference on Education for All (EFA), the world summit on children, the Salamanca statement, the Convention on Elimination of all forms of Discrimination Against Women (CEDAW), and others. The following statements emerged from these world conferences and conventions:

All children, without distinction of gender, race, language, religion or of any other kind, should have the opportunity to develop to their full potential.

Children, by reason of their physical and mental vulnerability, need special safeguards and care.

Children living in especially difficult circumstances need special consideration.

Parents and families (however defined) – men as well as women – have the primary responsibility for the upbringing, development, and education of their children.

Governments should establish a policy environment that enables families and communities to fulfill their responsibilities of child parenting and protection (Evans et al, 2000:5)

Poverty in a family is the biggest hazard to child development. It leaves children vulnerable to all forms of abuse from homelessness to child labour, teenage pregnancy or even death and these hazards are by no means confined to the developing world. The Child Rights Convention recognizes that children need adequate resources (Barrow & Ince, 2008: 39).

The poverty alleviation programmes in Uganda like the planned “Operation wealth Creation” translated into (Prosperity for all); should immediately be implemented so that it can benefit all vulnerable children through their families. If the most poor can be reached through this programme, then the risk of children dropping out of school and involving in child labour for financial and economic reasons shall have been minimized.

Child labour being an invisible phenomenon can be eradicated with the help of local councilors who are well involved with their respective communities. In Uganda, the local council system is so vibrant and is well founded on a “door- to-door model” of mobilization. With this kind of model, the leaders can be utilised to reach out to families and run mass awareness programmes regarding the dangers associated with child labour.

Having realized that there is a direct link between HIV/AIDS and child labour which is manifested in form of HIV/AIDS – Induced child labour, there is also need to eliminate this social evil. Uganda has been highly rated for its efforts and sensitization programmes regarding AIDS but a lot is still desired to reach out especially to the rural poor. This too can be done through religious sections and local councils who are directly involved with the local and rural communities.

The Plan for Modernisation of Agriculture needs to be strengthened to avoid engagement of child labour on agricultural farms which usually engage children because of their cheap labour.

The IPEC supported media initiatives such as the IPEC-UNICEF on child labour and the Rural Development Media Communication Agency (RUDMEC) a consortium of journalists on the worst forms of child labour. Employers and workers organisations can play a role in serving as

key allies if supported and retained to fight child domestic labour that will eventually free children to school triggering regularly attendance and hence good performance.

5.4 Areas for Further Research

There is absolutely every need to build a research and compilation of database. It should be continuously and periodically updated to address issues related to child labour. With support of all major key stakeholders and other related stakeholders like the central government, districts, NGOs and the community, domestic labour should be dealt with.

According to the researcher, the following areas need further research;

- Government policy and child labour
- Parent's level of education and child labour
- The role of parenting on pupil's academic performance
- Parental status and child labour
- Parent's attitudes towards education and child

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APPENDICES

APPENDIX A: PUPILS' QUESTIONNAIRES

Dear Pupil,

This questionnaire is meant to find out the effect of child labour on the Performance of pupils in government-aided primary schools in Lwabiyata sub -county, Nakasongola district.

I therefore request you kindly to fill this questionnaire appropriately to help in extending knowledge. All the information given will be considered with utmost confidential and be used for academic purposes only.

Instructions

- a. Read the questions set carefully and then answer appropriately.
- b. Tick or circle the correct answer in the box provided.
- c. Fill in the blank space the correct option as required.

1. Name of school.....

2. Sex Male Female

3. How old are you?

4 . Are your parents living?

- Both alive
- Both deceased Only
- Father alive only
- Mother alive
- Don't know

5. Do you go to school? Yes No

6. If no, reasons for not attending school:

- School too far
- High cost for scholastic materials
- Under age Working
- Sick/Disabled
- Other

7. Whom do you live with?

- Mother only
- Father only

Father and Mother

Relative

8. Who is the head of the family you are currently living with?

Myself

Mother

Father

Grand Parent

Guardian

Employer

Other

9. Do you work? Yes No

10. If yes, what do you do?

Market Vendor

Collecting & selling scrap

Domestic Worker

Work in Factory/Industry House Construction

Prostitution

Farm work

Other

11. Why do you work?

To earn school fees

To cater for my siblings

To cater for my sick parents to cater for my own living

Other

12. Are you satisfied with the working conditions?

Yes

No

13. If no, what problems do you experience on your job?

Verbal abuse

Sexual Harassment

- Low pay
- Heavy workloads Long
- hours of work
- Other

14. Have you been assisted in any way? Yes No

15. If yes, who has assisted you?

- Relative
- NGO
- Government
- Religious Body
- Other

16. How were you assisted?

17. Do you realize any impact? (Specify)

18. If no, how would you wish to be assisted?
.....

19. Have you heard about the “Rights of the Child”?

- Yes
- No

20. What Children’s Rights do you know?
.....

21. Do you prefer to study or to work?

- Study Work Both Don’t know

22. Why?

Thank you very much.

APPENDIX B: HEADTEACHERS & TEACHERS' QUESTIONNAIRES

Dear Head teacher/Teacher,

This questionnaire is meant to find out the effect of child labour on the Performance of P.7 pupils in government-aided schools in Lwabiyata sub-county, Nakasongola district.

I therefore request you kindly to fill this questionnaire appropriately to help in extending knowledge. All the information given will be considered with utmost confidential and be used for academic purposes only.

Instructions

a. Read the questions set carefully and then answer appropriately.

b. Tick or circle the correct answer in the box provided.

c. Fill in the blank space the correct option as required.

1. a. Name of school Title of Respondent

b. Sex: Male Female

2a. Do some of P.7 pupils of your school experience child labour?

a. Yes b. No

b. If yes what type of child labour?

.....

c. Approximately how many do experience child labour?

.....

d. How is the performance of such learners in the following subjects;

i) English

V. Good Good Average Poor

ii) Mathematics

V. Good Good Average Poor

iii) Science

V. Good Good Average Poor

iv) Social Studies

V. Good Good Average Poor

Why do you think is such a performance in;

i) English

.....
.....
ii) Mathematics

.....
.....
iii) Science

.....
.....
iv) Social Studies

.....
.....
2. Do you guide your learners on their academic performance?

a. Yes b. No

3. If yes, how often?

(a) Weekly (b) Monthly (c) Termly (d) Never

4. What could be the causes of child labour among those learners?

- i).....
- ii).....
- iii).....

How can such causes be stopped?

- i).....
- ii).....

Does child labour in your school affect pupils' performance?

a. Yes b. No

Suggest ways how a child laboured pupil's academic performance can be enhanced in your school?

- i).....
- ii).....

Thank you very much.

APPENDIX C: NTERVIEW GUIDE TO PARENTS (BIBUULYO)

1. How does your pupil perform? (Omwana waamu akola atyai O munsoma yaamwe?)

Good (kusai) fair (atyatyo) poor (kubbi)

2. When do you hold counseling to your children regarding their performance? (Obaza ddi n'abaana baamu okunsoma yaamwe?)

(a) Weekly (buli saabiiti) (b) Monthly (buli kweezi) (c) Termly (buli lusoma)

(d) Never (tinkikolanga)

3. What factors limit improvement of performance in Lwabiyata sub county schools? (Kiki ekiremesya egomborora rya Lwabiyata okukola okusai?)

.....

4. How can pupils' performance be enhanced in Lwabiyata sub county schools? (Abaana bajunibwe batyai okukola kusai omumasomero ga igomborora rya Lwabiyata?)

.....

5. Do you think child labour can make your child perform poorly at school? (Okuloowoza okukolesya omwana omutto kuyinza okumuletera okukola okubbi okwisomero?)

.....

End (Kiweire)

Thank you very much (Webale Munno)

APPENDIX D: FOCUSED GROUP DISCUSSION TO LOCAL COUNCILS

Dear Local Council,

This group discussion is meant to find out the effect of child labour on the Performance of P.7 pupils in government-aided schools in Lwabiyata Sub County, Nakasongola district.

I therefore request you kindly to fill the questionnaires appropriately to help in extending knowledge. All the information given will be considered with utmost confidential and be used for academic purposes only.

Instructions

- a. Read the questions set carefully and then answer appropriately.
- b. Tick or circle the correct answer in the box provided.
- c. Fill in the blank space the correct option as required.

1.a. Name of the Village Title of Respondent

b. Sex: Male Female

2. Do some children in your local council area involve in child labour?

Yes No

3. If yes, what are the types of child labour they are engaged in?

.....

4. What could be the cause of such child labour in Lwabiyata sub-county?

.....
.....

5. Is your Local council involved in fighting child labour or not?

Yes/No

6. If yes, how?

.....

7. If No, why?

.....

8. What are the effects of child labour in your local area?.....

9. In which ways can child labour be stopped by?

- i) L.Cs
 - ii) Parents.....
 - iii) Teachers.....
 - iv) Community members.....
9. How can performance be improved in Lwabiyata sub-county?

Thank you very much