

**THE IMPACT OF CHILD LABOUR ON THE RIGHT TO EDUCATION OF
CHILDREN. A CASE STUDY LUKOJJO VILLAGE, NAMA SUB COUNTY -
MUKONO DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL
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**UGANDA CHRISTIAN
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DECLARATION

I **TIMUGAYA EDWARD** declare that this dissertation is my original work and that where other works have been quoted, it is indicated. This work has never been submitted to this or any other university for the award of Bachelor's Degree in Social work and social administration.



Sign

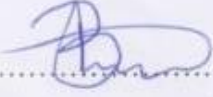
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TIMUGAYA EDWARD

APPROVAL SHEET

This is to certify that this research dissertation presented by **TIMUGAYA EDWARD** with the topic **The impact of child labour on the right to education of children. A case study Lukojjo village, Nama subcounty - Mukono district** has been carried out under my supervision and is now ready for submission with my approval.

Research supervisor:

Signature:

Date:

DEDICATION

I dedicate this work to my beloved parents My father **MR. EPHRAIM KWONGYERWA** and My Mother **MRS. ROBINAH NKASHABA** for having taught me to believe in myself and for the great love and ability to support me in my education by providing all the necessities that I needed throughout my education career, also to my good friend **Laywer MUNYIGWA ASAPH ELLY (LLB (Hons) UCU)** who has become a brother and Ms. **BRENDA KICHONCO**, It is through your tireless efforts and desire to wish me well, encouragement and support that I have been able to compile this work.

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LIST OF AUTHORITIES

STATUTES

1. Constitution of the republic of Uganda of 1995 as amended
2. The Children Amendment Act, 2016
3. Employment Act 2006
4. Employment Of Children Regulations
5. Prevention of Trafficking in Persons Act 2009
6. The Children Amendment Act 2016
7. Penal Code Cap 120
8. The Anti-Pornography Act 2014
9. Narcotic Drugs and Psychotropic Substance (Control) Act 2016
10. Education Act No.13 of 2008

REPORTS

1. Child labor in Uganda, A report based on the 2000/2001 Uganda demographic and health survey
2. Ministry of Gender, labor and social Development report 2014
3. <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/uganda>

CHAPTER 1

1.0 INTRODUCTION

Child labor persists as a significant impediment to the realization of children's right to education in many parts of the world, including Uganda. Despite international and national efforts to combat it, the scourge of child labor remains prevalent, particularly in rural areas such as Mukono District. In this context, understanding the nuanced dynamics between child labor and education is crucial for developing targeted interventions and policies to safeguard children's rights. This research aims to delve into the specific challenges faced by children aged 5-17 in Mukono District, Uganda, examining the prevalence and nature of child labor, its underlying socio-economic determinants, and its profound impact on children's access to and participation in education. By focusing on Mukono District as a case study, this research endeavors to contribute to the broader discourse on child labor and education, offering insights that can inform evidence-based interventions and policy reforms aimed at protecting and promoting the right to education for all children in Uganda.

1.1) BACKGROUND OF STUDY

Child labor remains a pressing global concern with profound implications for children's rights, particularly their right to education. According to the **International Labour Organization (ILO)**¹, an estimated 152 million children worldwide are engaged in child labor, depriving them of their childhood and hindering their access to education (**ILO, 2020**)². In Uganda, despite legislative efforts and international commitments to eradicate child labor, significant challenges persist. Mukono District, located in the central region of Uganda, presents a pertinent case study due to its substantial rural population and reported incidences of child labor.

Scholarly literature provides comprehensive insights into the multifaceted nature and consequences of child labor on education. For instance, a study by **Edmonds and Shrestha (2012)**³ underscores the adverse impact of child labor on school attendance and academic performance, particularly in low-income households. Similarly, research by **Basu and**

1 International Labour Organization (ILO). (2020). Global Estimates of Child Labour: Results and Trends, 2012-2016.

2 Child Labour: Global estimates 2020, trends and the road forward

³ Edmonds, E. V., & Shrestha, M. (2012). Children's work and independent child labor migration: A critical review. *Journal of Development Economics*, 97(1), 57-69.

Tzannatos (2003)⁴ highlights the intergenerational cycle of poverty perpetuated by child labor, wherein children engaged in labor are less likely to receive education, leading to diminished earning potential in adulthood.

Moreover, socio-economic factors play a pivotal role in driving child labor practices. Studies such as those by **Ray et al. (2019)**⁵ and **Beegle et al. (2006)**⁶ emphasize the influence of poverty, household dynamics, and parental education levels on children's likelihood of being engaged in labor activities. These findings underscore the need for holistic approaches that address underlying socio-economic inequalities to effectively combat child labor and promote education.

Furthermore, Uganda's national policies and legal frameworks provide important context for understanding efforts to address child labor and promote education. The Education Act of 2008, for instance, guarantees the right to free and compulsory primary education for all children in Uganda. Additionally, the **National Action Plan for the Elimination of Child Labour (2017-2022)** outlines strategies for preventing and eliminating child labor, emphasizing the importance of education as a key intervention.

However, despite these initiatives, challenges persist in translating policies into meaningful action, particularly at the grassroots level. Mukono District, characterized by its rural landscape and socio-economic disparities, presents a microcosm of these challenges, making it an ideal context for in-depth exploration. Thus, this research seeks to address these gaps by investigating the specific dynamics of child labor and its impact on education in Mukono District, Uganda, with the aim of informing evidence-based interventions and policy reforms to safeguard children's rights and promote access to quality education for all.

1.2) STATEMENT OF THE PROBLEM

Child labor remains a significant barrier to the right to education for children aged 5-17 in Uganda, particularly in Lukojjo village, Nama sub-county - Mukono District. Despite legislative

⁴ Basu, K., & Tzannatos, Z. (2003). The global child labor problem: What do we know and what can we do? *The World Bank Economic Review*, 17(2), 147-173

⁵ Ray, R., Gubhaju, B., & Kim, R. (2019). Poverty and children's work in Nepal. *Journal of International Development*, 31(7), 622-646

⁶ Beegle, K., Dehejia, R., & Gatti, R. (2006). Child labor and agricultural shocks. *Journal of Development Economics*, 81(1), 80-96.

efforts and international commitments to address this issue, there is a lack of localized empirical research to understand the specific dynamics and consequences of child labor on education in Nama Village- Mukono. While studies by Edmonds and Shrestha (2012) and Ray et al. (2019) highlight the global impact of child labor on education, their localized implications for Nama Village in Mukono District are unexplored. Socio-economic factors such as poverty and parental education, identified by Basu & Tzannatos (2003) and Beegle et al. (2006) as key determinants of child labor, require further investigation in this district. **The study aims to address the lack of localized empirical research on the prevalence, nature, and socio-economic determinants of child labor and its impact on the right to education in Lukojjo village, Nama subcounty - Mukono District, Uganda.** Article 34(4) of the Ugandan Constitution of the republic of Uganda of 1995 as amended protects children from exploitative labor, and Article 30 of the same constitution ensures the right to education, acknowledging that child labor undermines national development goals.

1.3) OBJECTIVES OF STUDY

1.3.1) GENERAL OBJECTIVE

To examine the impact of child labor on the right to education of children in Lukojjo Village, Nama Sub-county, Mukono District.

1.3.2) SPECIFIC OBJECTIVES

1. To find out the root cause of Child labor among children aged 5-17 in Lukojjo village, Nama sub-county - Mukono District, Uganda.
2. To assess the nature and form of child labor in Lukojjo village, Nama sub-county - Mukono District.
3. To analyze the magnitude of child labor among children aged 5-17 and its impact on the right to education in Lukojjo Village, Nama Sub-county, Mukono District.

1.4) RESEARCH QUESTIONS

1. What is the root cause of child labor among children aged 5-17 in Lukojjo village, Nama sub county - Mukono District, Uganda?

2. What is the nature and form of child labor in Lukojjo village, Nama sub-county - Mukono District?
3. What is the magnitude of child labor among children aged 5-17 and its impact on the right to education in Lukojjo Village, Nama Sub county, Mukono District?

1.5) SCOPE OF THE STUDY

This study focuses on investigating the impact of child labor on the right to education of children aged 5-17 in Lukojjo village, Nama sub county - Mukono District , Uganda. The geographical scope of the study is limited to Mukono District, situated in the central region of Uganda, chosen for its significant rural population and reported incidences of child labor. The study will primarily examine the prevalence and nature of child labor in the district, exploring socio-economic determinants contributing to its occurrence. Additionally, the study will assess the impact of child labor on children's access to and participation in education, including factors affecting school attendance, dropout rates, and academic performance. Furthermore, the study will analyze existing policies and interventions aimed at addressing child labor and promoting education in Lukojjo village, Nama sub county - Mukono District, evaluating their effectiveness and identifying gaps or challenges in their implementation. However, the study does not extend to proposing or implementing specific interventions but rather aims to provide insights and recommendations based on research findings. Moreover, while the study acknowledges the interconnectedness of various factors influencing child labor and education, it primarily focuses on exploring these issues within the context of Lukojjo village, Nama sub county - Mukono District, thereby providing localized insights to inform targeted interventions and policy reforms.

1.5.1) GEOGRAPHICAL SCOPE

The geographical scope of the study is limited to Lukojjo village, Nama sub county - Mukono District, which is located in the central region of Uganda.

1.5.2) TIME SCOPE

This study extends from the year 2008 to 2023. This period allows for an in-depth examination of trends, developments, and changes in child labor and education within Mukono District, Uganda, over the past two decades. By focusing on this time frame, the study aims to analyze

historical data, policy shifts, and socio-economic transformations that have influenced the prevalence of child labor and access to education in the district. Additionally, this time scope enables the assessment of the effectiveness of interventions and initiatives implemented during this period to address child labor and promote education.

1.5.3) CONTENT SCOPE

This study encompasses an examination of various aspects related to child labor and education within Mukono District, Uganda, spanning from the year 2008 to 2023. This includes analyzing the prevalence and nature of child labor activities undertaken by children aged 5-17 in the district during this time frame, as well as investigating the socio-economic determinants influencing child labor practices, such as household income, parental education levels, and poverty rates, and how these factors have evolved over the past two decades. Additionally, the study will explore the impact of child labor on children's access to and participation in education, including trends in school attendance, dropout rates, and academic performance. Furthermore, the evaluation of policies, programs, and interventions implemented in Mukono District from 2000 to 2021 to address child labor and promote education will be conducted, including an assessment of their effectiveness, limitations, and any shifts in approach over time. Comparative analysis will also be undertaken to examine changes and trends in child labor and education indicators within Mukono District in relation to national and international trends, policies, and initiatives during the specified time frame. Through these investigations, the study aims to provide a comprehensive understanding of the dynamics and trends related to child labor and education within Mukono District over the past two decades, thereby informing future interventions, policies, and research agendas aimed at addressing these critical issues.

1.6) JUSTIFICATION OF THE STUDY

One of the primary justifications for this study is the academic requirement for students at Uganda Christian University (UCU) to conduct and complete a research project in order to graduate. This research not only fulfills this academic mandate but also addresses a significant and pressing issue within the local community of Lukojjo Village, Nama Sub-county, Mukono District. By examining the impact of child labor on the right to education, the study aims to contribute valuable insights that can inform local policies and interventions. Additionally, the

findings will help to fill the existing gap in localized empirical research, providing a better understanding of the specific dynamics and consequences of child labor in this region. This, in turn, supports broader national and international efforts to combat child labor and promote access to quality education for all children.

1.7) SIGNIFICANCE OF STUDY

This study will hold significant importance in addressing the entrenched issue of child labor and its detrimental impact on education in Lukojja village -Mukono District, Uganda. By providing evidence-based insights into the prevalence, socio-economic determinants, and consequences of child labor in the local context, the research can directly inform policy development and interventions aimed at combating child labor and promoting education. Moreover, the study contributes to safeguarding the well-being and rights of children aged 5-17 in Lukojja villages - Mukono District, empowering local communities, NGOs, and grassroots organizations to develop targeted initiatives. Additionally, by filling a gap in the existing literature, the research expands knowledge on child labor and education in Uganda, providing valuable insights for future research and advocacy efforts. Ultimately, by addressing the root causes of child labor and promoting education, this study has the potential to create long-term positive impacts on socio-economic development and the well-being of children and the broader community in Mukono District.

1.8) LIMITATIONS

While this study aims to provide valuable insights into the prevalence and impact of child labor on education in Mukono District, Uganda, it is important to acknowledge several limitations:

Sampling Limitations. The study's findings may be influenced by the sampling techniques employed, potentially leading to biases in the data collected. Limited access to certain communities or groups within Mukono District could result in a skewed representation of the overall population affected by child labor.

To mitigate sampling biases, the study will employ stratified random sampling to ensure diverse representation across different communities within Mukono District. Efforts will be made to gain

access to hard-to-reach groups through collaboration with local organizations and community leaders.

Data Availability. The availability and reliability of data on child labor and education within Mukono District may pose challenges. Existing data sources may be incomplete or outdated, requiring reliance on secondary data or estimates, which could affect the accuracy and comprehensiveness of the findings.

To solve the above issue, the study will triangulate data from multiple sources, including primary data collection through surveys and interviews, and secondary data from credible organizations. Cross-referencing different data sources will help improve the accuracy and comprehensiveness of the findings.

Contextual Specificity. While the study provides insights into the dynamics of child labor and education within Mukono District, its findings may not be generalizable to other regions or contexts within Uganda or beyond. Factors unique to Mukono District, such as its socio-economic characteristics and cultural dynamics, may limit the applicability of the findings to other settings.

In solving the above, the study will clearly articulate the contextual specifics of Mukono District in the findings, and recommend further research in other regions to validate and compare results. Highlighting unique factors will help other researchers and policymakers understand the limitations of applying these findings universally

Temporal Constraints. The study's time scope from 2008 to 2023 may not capture long-term trends or changes in child labor and education dynamics within Mukono District. Historical data beyond this period or future developments may influence the study's findings and conclusions.

The solution to the above is that the study will include a literature review of historical trends and recent developments in child labor and education. Additionally, it will suggest areas for future research to monitor ongoing trends and changes beyond the study's time frame.

Methodological Limitations. Despite efforts to employ rigorous research methods, methodological limitations such as self-reporting bias, recall bias, or measurement error could affect the validity and reliability of the study's results.

In solving the above limitation, the study will use mixed-method approaches to cross-validate data, such as combining quantitative surveys with qualitative interviews. Employing standardized measurement tools and training data collectors thoroughly will help minimize biases and errors.

Ethical Considerations. Ensuring the protection of participants' rights and confidentiality while conducting research on sensitive topics such as child labor and education is paramount. Ethical constraints and challenges in obtaining informed consent and ensuring privacy may impact the study's methodology and scope.

Because of the above limitation, the study will adhere to strict ethical guidelines, including obtaining informed consent from participants or their guardians, ensuring anonymity and confidentiality, and conducting sensitivity training for all researchers involved. Ethical approval will be sought from relevant institutional review boards to safeguard participants' rights and well-being.

Acknowledging these limitations is essential for interpreting the study's findings accurately and informing future research endeavors aimed at addressing the complexities of child labor and education in Mukono District and beyond.

1.9) GEOGRAPHICAL FRAMEWORK

This study will be centered on Lukojjo Village, Nama Sub-county -Mukono District, which is situated in the central region of Uganda. Mukono District serves as the primary focus due to its significant rural population and reported incidences of child labor. Within Lukojjo Village, Nama Sub-county Mukono District, the study will encompass various sub-districts, communities, and localities, allowing for a comprehensive understanding of the prevalence, nature, and impact of child labor on education across different geographical contexts within the district. This geographical framework provides a localized lens through which to examine the socio-economic determinants, policy landscape, and community dynamics influencing child labor and education outcomes. While the study's scope is confined to Lukojjo Village, Nama Sub-county Mukono District, its findings may have implications for broader regional and national contexts, particularly in Uganda, where similar socio-economic and cultural dynamics prevail. Therefore, by focusing on Lukojjo Village, Nama Sub-county Mukono District, this study aims to generate

insights that are contextually relevant and applicable to efforts aimed at addressing child labor and promoting education in both local and broader geographical settings within Uganda and beyond.

1.10) ABSTRACT

Child labor remains a significant challenge in many developing countries, including Uganda, where socio-economic factors often compel children to work, thereby impeding their right to education. This research examines the impact of child labor on the educational rights of children aged 5-17 in Mukono District, Uganda. By utilizing a mixed-methods approach, including quantitative surveys and qualitative interviews, the study investigates the extent to which child labor affects school attendance, academic performance, and overall educational attainment. The findings reveal that economic necessity, poverty, and cultural practices are the primary drivers of child labor in Mukono, leading to high dropout rates and poor educational outcomes. Additionally, the study highlights the insufficiency of current child protection laws and the lack of enforcement mechanisms. The research underscores the urgent need for comprehensive policies and interventions that address the root causes of child labor while promoting access to quality education. By shedding light on the local realities of Mukono District, this study contributes to the broader discourse on child rights and education, offering actionable insights for policymakers, educators, and child welfare advocates.

CHAPTER 2

2.0) LITERATURE REVIEW

2.1) INTRODUCTION

Child labor continues to be a major global barrier to children's access to an education, especially in areas like Uganda's Mukono District. A thorough knowledge of the connection between child labor and the right to an education is the goal of this review of the literature, with a particular emphasis on Lukojjo Village, Nama Sub-county, Mukono District. Although studies conducted worldwide demonstrate the negative effects of child work on educational attainment, there is a dearth of empirical research conducted locally, particularly in Mukono District. This review aims to close this gap by analyzing the body of research on the incidence, causes, and effects of child labor in Uganda and around the world. It also provides guidance for focused interventions to end child labor and ensure that all children in Lukojjo Village and surrounding communities have access to high-quality education.

2.2) LEGAL FRAMEWORK FOR CHILD LABOUR

Uganda has ratified the majority of important international conventions pertaining to child labor, such as the United Nations Convention on the Rights of the Child (UNCRC), the UN CRC Optional Protocol on Armed Conflict, and the UN CRC Optional Protocol on the Sale of Children, Child Prostitution, and Child Pornography. These conventions include International Convention Organization Convention No. 138 of 1973 on minimum age to employment and No. 182 of 1999.

The government has established laws and regulations related to child labor which include;

Sections 3–5 of the Prevention of Trafficking in Persons Act (49,51) 2009, Section 8A of the Children (Amendment) Act 2016, Section 32 of the Employment Act 2006, and Regulations 5 and 8 of the Employment (Employment of Children) Regulations (48–50), Regulation 6 and the First Schedule of the Employment (Employment of Children) Regulations; Section 7 of the Children (Amendment) Act (48,50), Sections 2 and 5 of the Employment Act; Sections 131 and 139 of the Penal Code cap 120 and Section 14 of the Anti-Pornography Act (48,51–53) 2014, Section 5(d) of the Prevention of Trafficking in Persons Act; Narcotic Drugs and Psychotropic

Substances (Control) Act (51, 85) 2016 and Section 10(3)(a) of the Education Act (40) 2008 to mention but a few.

The aforementioned regulations cover various aspects such as the minimum age for work, the minimum age for hazardous work, the identification of hazardous occupations or activities that are prohibited for minors, the prohibition of forced labor, the prohibition of child trafficking, the prohibition of commercial sexual exploitation of minors, the prohibition of using minors in illicit activities, the minimum age for voluntary state military recruitment, compulsory education age, and free public education, in that order.

However even with all these laws in place, gaps exist in Uganda's legal framework to adequately protect children from the worst forms of child labor, including the minimum age for work.

(i) To find out the root cause of Child labor among children aged 5-17 in Lukojjo village, Nama sub-county - Mukono District, Uganda.

In Uganda, child labor is a complicated issue with many facets and underlying reasons. Child labor in the country is mostly caused by poverty, as many families are unable to meet their basic necessities and therefore send their children to work rather than education. According to a 2015 World Bank report, there is a strong correlation between poverty and the prevalence of child labor in Uganda, with children from low-income families far more likely to work as minors than those from higher-income families. According to the report, children are frequently sent to labor to support their families, which has an impact on their ability to provide for their children.

Child labor in Uganda is mostly caused by cultural attitudes and beliefs in addition to poverty. According to an ILO (2016) study, cultural perspectives on children's place in society have a big influence. In many communities, children are seen more as work and a source of cash than as future leaders and contributors to society. The study discovered that cultural perspectives on the worth of education also matter, with certain societies considering schooling to be less significant than a child's labor.

(ii) To assess the nature and form of child labor in Lukojjo village, Nama sub-county - Mukono District.

Children in Uganda are sometimes victims of human trafficking and are exposed to the most severe types of child labor, such as commercial sexual exploitation, according to the Bureau of International Affairs (2016). Children work in hazardous jobs in the gold mining industry. The absence of a centralized authority for supervision. In Uganda, there are many different types and manifestations of child labor, which vary according to age, gender, region, and industry of employment. According to a 2014 Ministry of Gender, Labor and Social Development research, child labor is most common in Uganda's agriculture sector, where kids work as laborers on larger farms or on family farms. According to the report, child work in agriculture is frequently seasonal, and that children are often employed during the planting and harvesting seasons.

The survey discovered that child labor is also common in the domestic sector, where young people are employed as housekeepers, nannies, and caregivers, in addition to agriculture. The study discovered that because of conventional gender norms and expectations, girls are perceived as more suited for domestic work and frequently undertake it.

Another area in Uganda where child labor is common is the unorganized industry. According to a UNICEF report from 2017, children working in the informal sector are frequently engaged in physical labor, street vending, and begging, and they are frequently at risk of abuse and exploitation. According to the survey, children who work in the unorganized sector frequently put in long hours and receive little pay, and that they are often unable to attend school due to their work commitments.

(iii) CHILD LABOUR STATISTICS

According to the 2004 ILO figures on child labor, there are 246 million child laborers worldwide. 73 million of these children who labor are younger than ten years old. Every nation is affected; 2.5 million youngsters in affluent economies and 2.5 million in transition economies are employed. Naturally, though, the LDCs suffer the most. 22,000 youngsters lose their lives in work-related incidents each year. The Asia-Pacific area is home to the majority of working children (127 million), who are 14 years of age or younger. With 48 million children, Sub-

Saharan Africa has the highest percentage of working children; almost one-third of these children are under the age of 14 (ILO-IPEC, 2004).

Without any legal or regulatory protection, the majority of youngsters labor in the unorganized economy. Children who work are employed in 70% of agricultural output, 8% in manufacturing, 7% in community, social, and personal services such as domestic work, and 7% in commercial hunting, fishing, and forestry (ILO -IPEC, 2004).

The Uganda Bureau of Statistics reports that child labor is still prevalent in Uganda's industrial hub, Mukono district. With 76.2% of child laborers, the central division of Kampala district has the highest rate (UBOS, 2000). Approximately 8,400,000 children are ensnared in prostitution, debt bondage, slavery, trafficking, pornography, and other illegal activities, according to the same source. Of these, almost one million and two hundred have been victims of human trafficking. The existence of a vicious cycle is now commonly acknowledged. Child labor keeps vulnerable children out of school and reduces their opportunities for upward social mobility, which prolongs poverty. This highlights the emerging understanding on a global scale that addressing child labor is more than just a matter of reducing poverty because it is equivalent to safe-guarding children's rights.

(iv) To analyze the magnitude of child labor among children aged 5-17 and its impact on the right to education in Lukojjo Village, Nama Sub-county, Mukono District

This literature review will examine previous research on the relationship between child labor and education, with a focus on studies conducted in Uganda.

A number of international human rights treaties, such as the Convention on the Rights of the Child and the Universal Declaration of Human Rights, recognize the right to education as a fundamental human right. On the other hand, child labor may seriously hinder a youngster's capacity to get and profit from schooling. Child labor is a major issue in Uganda, where a large number of young people work in jobs that are bad for their physical and mental well-being and keep them from going to school.

According to a 2001 International work Organization research, child work poses a significant obstacle to schooling in Uganda, especially for females. According to the study, children who

participate in economic activities have a higher likelihood of missing school than children who do not, and the effects of child work on education are more noticeable in rural areas. The study also discovered that children who work in dangerous jobs have lower school attendance rates than children who do not.

The Uganda Bureau of Statistics discovered in another study that children who do not attend school have a higher rate of child labor. According to the study, kids who don't go to school are more likely to labor around the house, farm, or engage in other activities that could be detrimental to their health and wellbeing.

Additionally, studies have indicated that child labor may negatively affect the standard of education that kids get. According to a United Nations Children's Fund (UNICEF) study, children who participate in economic activities have a higher probability of doing poorly in school, and the effects of child labor on education are especially noticeable for children who work in dangerous jobs.

Even though child labor has a detrimental effect on schooling, there are instances of initiatives and solutions that have been effective in resolving the issue. For instance, a World Bank research discovered that a conditional cash transfer program in Uganda was successful in raising school attendance and lowering the prevalence of child labor. Families were eligible for cash transfers under the program, but only if their kids attended school consistently.

In conclusion, studies have demonstrated that Uganda's right to an education is severely harmed by child work. Economically active children are less likely to attend school and, if they do, are more likely to perform poorly. Nevertheless, there are also instances of effective initiatives that have contributed to the problem's resolution. Effective methods for lowering child labor and boosting educational access in Uganda require more investigation.

CHAPTER 3

METHODOLOGY

3.0 INTRODUCTION

The methodology chapter of this research provides a comprehensive framework for examining the relationship between child labor and the right to education among children aged 5-17 in Mukono District, Uganda. Guided by Creswell and Creswell (2017) in their book Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publication, it details the research design, site selection, and study population to ensure a representative and insightful investigation. The chapter explains the sampling techniques, sample size determination, and data collection instruments used, emphasizing quality control, validity, and reliability to maintain the study's credibility. Additionally, it outlines data management procedures to ensure the security and integrity of the collected data, thereby ensuring transparency and rigor throughout the research process.

3.1 RESEARCH DESIGN

The research design for the study on child labor and education in Lukojjo Village, Mukono District, Uganda, adopts a mixed-methods approach combining both qualitative and quantitative methods to provide a comprehensive understanding of the phenomenon (Creswell & Creswell, 2017). This design allows for the exploration of the depth and breadth of the research topic, capturing nuanced experiences and perspectives while also identifying patterns and associations through statistical analysis. Qualitative methods such as interviews and documentary review offer rich, contextualized data on the socio-economic factors driving child labor and its impact on education (Creswell & Creswell, 2017). Meanwhile, quantitative methods such as questionnaires provide numerical data to quantify the prevalence and magnitude of child labor practices and their effects on educational outcomes (Creswell & Creswell, 2017). By integrating these complementary approaches, the research design ensures a holistic understanding of child labor and education in the village, facilitating informed decision-making and the development of targeted interventions to address the issue effectively.

3.2 AREA OF STUDY

Lukojjo Village, located in Nama Sub-county within Mukono District, Uganda, serves as the focal point for this research. Situated in the Central Region of Uganda and adjacent to the capital city, Kampala, Mukono District encompasses both urban and rural settings, providing a comprehensive backdrop for studying child labor. Lukojjo Village is primarily rural, with agriculture forming the backbone of its local economy. Despite its agricultural productivity, many households face significant poverty, compelling children to work and supplement family income, thus affecting their school attendance. The village's educational infrastructure includes a few primary and secondary schools, but access to quality education is limited due to inadequate teaching materials, insufficient classroom space, and high student-to-teacher ratios. Culturally, Lukojjo Village emphasizes communal living and extended family networks, influencing child-rearing practices and labor distribution within families. Understanding these cultural dynamics is crucial for comprehending the local manifestations of child labor and its impact on education.

3.3 STUDY POPULATION

The study population for this research comprises children aged 5-17 residing in Lukojjo Village, Nama Sub-county, Mukono District, Uganda. This age group is critical as it includes primary and early secondary school students who are most affected by child labor (UNICEF, 2014; ILO, 2017). The study also involves parents and guardians to understand the socio-economic factors driving child labor (Basu & Van, 1998), as well as teachers and school administrators to provide insights into the impact of child labor on educational outcomes. By incorporating these diverse perspectives, the study aims to capture a comprehensive view of how child labor affects education in this community.

3.4 DETERMINATION OF SAMPLE SIZE

The determination of sample size for this study, focusing on children aged 5-17 in Lukojjo Village, Nama Sub-county, Mukono District, Uganda, follows established methodologies to ensure statistical significance and representation of the population. Using Yamane's formula (Yamane, T 1967), with an estimated population size of 100 children and a margin of error of 5%, a sample size of approximately 20 children is calculated. This sample size balances precision and practicality, providing sufficient data for analysis while remaining manageable

within the study's constraints (Mugenda & Mugenda, 2003). Additionally, stratified sampling techniques may be employed to ensure representation across different demographic groups, enhancing the reliability and validity of the findings (Creswell, 2014). By following these methodological principles, the study aims to obtain meaningful insights into how child labor impacts educational outcomes in the local context.

TABLE 1; Composition of respondents

Category of respondents	Accessible population	Sample size	Sampling Technique
Children between 5-7 years	40	20	Simple random sampling
Parents/Guardians	20	10	Purposive sampling
Teachers/Administrators	10	5	Purposive sampling

3.4.1 Sampling technique

A sampling technique is a method for selecting a subset of individuals from a larger population for research purposes, facilitating the generalization of findings. (Neuman, 2014)

The study will employ both simple random and purposive sampling.

3.4.2 Simple random sampling.

Simple random sampling is a foundational method in research, ensuring that each member of the population has an equal chance of being selected for the sample (Neuman, 2014). In the context of the study on child labor and education in Lukojjo Village, Mukono District, Uganda, this technique will be utilized to randomly select children aged 5-17 from the village population. By employing simple random sampling, biases are minimized, and the sample is more likely to accurately represent the entire population of children in the village, enhancing the validity and generalizability of the study findings (Neuman, 2014).

3.4.3 Purposive sampling

Purposive sampling, also known as judgmental or selective sampling, involves deliberately selecting individuals or cases that possess specific characteristics relevant to the research

objectives (Creswell & Creswell, 2017). In the context of the study on child labor and education in Lukojjo Village, Mukono District, Uganda, purposive sampling could be employed to select teachers and administrators from local schools who have direct experience with child labor issues and their impact on education (Creswell & Creswell, 2017). By targeting individuals with expertise and insights relevant to the research topic, purposive sampling allows for the collection of in-depth, qualitative data that can provide rich insights into the phenomenon under investigation (Creswell & Creswell, 2017). This sampling approach is particularly useful when the researcher aims to gain a deeper understanding of specific aspects of the research topic and when certain individuals or cases are considered critical to the study's objectives (Creswell & Creswell, 2017).

3.5 Data collection

Data collection methods refer to the techniques and procedures used to gather information or data for research purposes. These methods can include surveys, interviews, observations, and document analysis, among others, depending on the research objectives and the nature of the data being collected (Neuman, 2014). Each data collection method has its strengths and limitations, and researchers must carefully select the most appropriate methods based on their research questions, the characteristics of the population being studied, and the available resources (Neuman, 2014).

3.5.1 Data sources

In investigating child labor and education in Lukojjo Village, Mukono District, Uganda, a combination of primary and secondary data sources is essential. Primary sources such as surveys, interviews, and observations conducted within the community can offer firsthand insights into the prevalence and impact of child labor on educational outcomes, while secondary sources such as government reports and academic studies provide contextual information and comparative analyses. Surveys administered to children, parents, and teachers can yield quantitative data on child labor practices and their effects on school attendance, while interviews with community leaders and NGO representatives can provide qualitative insights into socio-economic factors driving child labor. Secondary sources offer background data on school enrollment rates and

child labor laws, aiding in the formulation of evidence-based interventions to address the issue effectively (Beegle et al., 2006; Edmonds & Shrestha, 2012)

3.6 Data collection methods

Data collection for this study will encompass a multifaceted approach involving face-to-face interviews, administered surveys, and virtual platforms, in alignment with the methodological recommendations provided by (Creswell and Creswell (2017)). Face-to-face interviews will allow for direct interaction between researchers and participants, fostering rapport and enabling in-depth exploration of participants' perspectives and experiences regarding child labor and education. Administered surveys will be utilized to systematically gather quantitative data from a larger sample of participants, ensuring comprehensive coverage of key variables related to child labor and educational access. Additionally, virtual platforms will be leveraged to facilitate data collection, particularly in cases where face-to-face interactions may be challenging or impractical due to geographical constraints or health considerations. This multifaceted approach to data collection ensures flexibility and accessibility while maintaining the rigor and integrity of the research process.

3.6.1 Questionnaire:

A questionnaire is a structured tool consisting of a series of questions designed to gather information from respondents. It can be administered in person, by mail, or online, and can collect both quantitative and qualitative data on a wide range of topics (Neuman, 2014). In the study on child labor and education in Lukojjo Village, Mukono District, Uganda, a questionnaire could be used to gather quantitative data on the prevalence and nature of child labor practices among children aged 5-17, as well as their educational experiences and outcomes (Beegle et al., 2006). Questions may cover topics such as types of labor activities undertaken by children, frequency of engagement, reasons for working, and barriers to education.

3.6.2 Key Informant Interviews:

Key informant interviews involve in-depth discussions with individuals who possess expert knowledge or firsthand experience relevant to the research topic (Creswell & Creswell, 2017). In the context of the study, key informant interviews could be conducted with community leaders,

local authorities, NGO representatives, and educators to gain qualitative insights into the socio-economic factors driving child labor, the effectiveness of existing interventions, and potential strategies for addressing the issue (Creswell & Creswell, 2017). These interviews provide valuable contextual information and perspectives that may not be captured through quantitative data alone.

3.6.3 Documentary Review:

Documentary review involves analyzing existing documents, reports, and records related to the research topic (Neuman, 2014). In the study, documentary review could be used to gather background information on child labor laws and policies in Uganda, government reports on school enrollment rates and dropout rates, academic studies on the impact of child labor on educational outcomes, and NGO publications on interventions and best practices for addressing child labor (Beegle et al., 2006; Edmonds & Shrestha, 2012). This method provides valuable context and secondary data that complement findings from primary data collection methods.

3.7 Procedure of data collection

An introductory letter will be obtained from Uganda Christian University, the researcher's affiliated institution. Subsequently, a pilot study of the data collection instruments will be conducted in the study area to assess their validity and reliability. Following this, the researcher will administer questionnaires to the respondents, conduct interviews, and perform a documentary review.

3.8 Data presentation, analysis and discussion

In the data presentation, analysis, and discussion phase of the research on child labor and education in Lukojjo Village, Mukono District, Uganda, collected data will be systematically organized and interpreted to draw meaningful conclusions and insights. Firstly, quantitative data from questionnaires, such as frequencies and percentages, will be presented using tables and graphs to provide a clear overview of the prevalence and patterns of child labor practices and their impact on education in the village. Statistical analysis, such as chi-square tests or regression analysis, may be employed to identify associations and correlations between variables, such as types of labor activities and educational outcomes. Qualitative data from interviews and

documentary review will be analyzed thematically, with key themes and patterns identified and supported by quotes and excerpts from the data. The findings will then be discussed in relation to the research objectives, existing literature, and theoretical frameworks, highlighting key findings, implications, and recommendations for policy and practice. This iterative process of data presentation, analysis, and discussion will ensure a comprehensive understanding of the complex dynamics surrounding child labor and education in Lukojjo Village, facilitating informed decision-making and the development of targeted interventions to address the issue effectively.

3.8.1 Qualitative data analysis

In the qualitative data analysis phase of the research on child labor and education in Lukojjo Village, Mukono District, Uganda, collected qualitative data from interviews and documentary review will be systematically analyzed to uncover underlying themes, patterns, and meanings. Following established qualitative research methodologies (Creswell & Creswell, 2017), the data will be transcribed, coded, and categorized to identify recurring ideas and concepts. Through a process of constant comparison, similarities and differences between codes will be explored to develop broader themes that capture the essence of the data (Creswell & Creswell, 2017). The findings will be presented using narrative descriptions and supported by verbatim quotes from the data to illustrate key points. Additionally, reflexivity and researcher triangulation will be employed to ensure the credibility and trustworthiness of the analysis (Creswell & Creswell, 2017). The analysis will be iterative, with ongoing refinement and revision of themes to capture the richness and complexity of the data. Finally, the qualitative findings will be discussed in relation to the research objectives, existing literature, and theoretical frameworks, providing insights into the lived experiences of children affected by labor practices and their implications for educational access and attainment in the village.

3.8.2 Quantitative data analysis.

In the quantitative data analysis phase of the research on child labor and education in Lukojjo Village, Mukono District, Uganda, collected quantitative data from questionnaires will be systematically processed and interpreted to derive meaningful insights and conclusions. Initially, descriptive statistics such as frequencies, percentages, and measures of central tendency will be calculated to summarize the prevalence and distribution of key variables related to child labor

practices and educational outcomes (Neuman, 2014). Subsequently, inferential statistical techniques such as chi-square tests, regression analysis, or correlation analysis may be employed to explore relationships and associations between variables, such as the impact of different types of labor activities on school attendance and performance (Neuman, 2014). The findings will be presented using tables, charts, and graphs to facilitate understanding and interpretation. Additionally, statistical software such as SPSS or STATA will be utilized to conduct the analysis efficiently and accurately (Neuman, 2014). Finally, the quantitative findings will be discussed in relation to the research objectives, existing literature, and theoretical frameworks, providing insights into the quantitative patterns and trends observed in child labor and education in the village.

3.9 MEASUREMENT OF VARIABLES

In this study, the measurement of variables will adhere to established principles and guidelines outlined by **Bryman (2016) and Creswell and Creswell (2017)**. Key variables related to child labor and education will be operationalized and measured using standardized indicators and scales derived from reputable literature and validated instruments. These indicators and scales will be carefully selected and adapted to ensure their relevance and applicability to the specific context of Mukono District, Uganda. By utilizing established measures, the study aims to enhance the reliability and validity of its findings, enabling meaningful comparisons and analyses both within and across different research contexts. Moreover, the use of standardized measures facilitates the replication of the study and contributes to the cumulative advancement of knowledge in the field of child labor and education research. Through meticulous attention to the measurement of variables, this study seeks to ensure the accuracy and robustness of its findings, thereby making a valuable contribution to the existing body of literature on this important topic.

CHAPTER 4

PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS.

4.0) Introduction

This chapter provides a comprehensive presentation, discussion, and interpretation of the findings from the research on the impact of child labor on the right to education in Lukojjo Village, Nama Sub-county, Mukono District. The study focused on understanding how child labor practices affect the educational experiences and academic performance of children aged 5-17 years. Data were collected from 20 students of Bishop East Day Primary School, 5 teachers, and 10 parents from Lukojjo and Kawuga villages, providing a well-rounded perspective on the issue. The findings reveal a complex interplay between economic necessity, cultural practices, and the educational rights of children, highlighting significant challenges faced by the community in balancing these aspects.

4.1) PRESENTATION AND DISCUSSION OF FINDINGS

4.1.1) Impact of Child Labor on Students' Education

The responses from the 20 (twenty) students interviewed illustrate a troubling pattern where economic pressures force them into labor, adversely affecting their education. Many students reported engaging in various business activities after school, such as selling tomatoes, maize, and other goods, to contribute to their families' income. This involvement in labor significantly reduces their time for homework and study. Several students also mentioned that they are often required to stay home to assist with household chores when their parents are pregnant or after the birth of a new sibling. These additional responsibilities further detract from their ability to focus on their education, leading to inadequate preparation for school and, consequently, poor academic performance.

4.1.2) Teachers' Observations on Student Performance:

The 5 (five) teachers interviewed from Bishop East Day Primary School provided critical insights into how child labor impacts students' academic achievements. They observed that students who engage in child labor, particularly those from the day section, generally perform

worse than their peers. Teachers noted that these students frequently arrive late to class, miss out on night preps due to work commitments, and often fall asleep during lessons due to exhaustion from their labor activities. This lack of engagement and participation in class results in poor performance in examinations and other academic assessments. The teachers emphasized that the demands of labor leave these children physically and mentally drained, making it difficult for them to concentrate and succeed in their studies.

4.1.3) Parents' Perspectives on Child Labor

Interviews with 10(ten) parents from Lukojjo and Kawuga villages shed light on the socio-economic factors driving child labor in the community. Most of the parents interviewed were single mothers who expressed the challenges of sustaining their households on their own. They rely on their children to contribute financially through labor, which helps in raising school fees and meeting other basic needs. These parents believe that involving their children in work from an early age is essential for teaching them responsibility and preparing them for future challenges. However, this practice comes at the cost of their children's education. The parents acknowledged that while child labor helps meet immediate family needs, it also hinders their children's academic progress and long-term educational opportunities.

4.2) Interpretation of Findings

The findings from this study underscore the deep-rooted socio-economic challenges that perpetuate child labor in Lukojjo Village. The necessity for children to contribute to the household income creates a cycle where education is undervalued, and children are denied the opportunity to reach their full academic potential. The data suggests that child labor not only affects students' performance but also diminishes their overall educational experience, limiting their future prospects. The teachers' observations and parents' perspectives highlight the tension between economic survival and the educational rights of children, suggesting that without targeted interventions, the cycle of poverty and under education will continue.

4.3) Summary of Findings and Conclusions

The study reveals a significant negative impact of child labor on the right to education for children in Lukojjo Village. Students involved in labor activities face considerable challenges in

balancing work and study, leading to poor academic performance. Teachers and parents both acknowledge the detrimental effects of child labor on education, yet economic pressures and cultural norms compel the continuation of these practices. The research concludes that addressing child labor in this community is critical to improving educational outcomes and ensuring that children can fully exercise their right to education. Efforts must be made to provide alternative support systems for families and to raise awareness of the long-term benefits of prioritizing education over immediate economic gain.

CHAPTER 5.

CONCLUSIONS AND RECCOMENDATIONS.

5.0 Introduction

This chapter synthesizes the findings of the research on the impact of child labor on the right to education in Lukojjo Village, Nama Sub-county, Mukono District. Building upon the evidence presented and analyzed in Chapter 4, this chapter draws key conclusions about the extent to which child labor affects educational outcomes for children aged 5-17 years. The conclusions are followed by specific recommendations aimed at addressing the challenges identified. These recommendations are designed to inform policy makers, educators, and community stakeholders on practical steps that can be taken to mitigate the negative effects of child labor and promote the right to education for all children in the community.

5.1 Conclusions and Recommendations

Conclusion:

The researcher found that child labor significantly impairs the academic performance of students in Lukojjo Village. Students engaged in labor after school hours are unable to dedicate sufficient time to their studies, resulting in poor academic performance. This lack of time and energy, coupled with the demands of labor, leaves these students exhausted and unable to participate fully in educational activities.

Recommendation:

To counteract the negative impact of child labor on academic performance, it is recommended that after-school programs and tutoring services be established within the community. These programs should provide a safe and supportive environment for children to complete their homework and receive additional academic help. Local NGOs and educational authorities should collaborate to fund and staff these programs, ensuring they are accessible to all children, especially those at risk of engaging in labor.

Conclusion:

The research found that economic pressures, particularly in single-parent households, drive children into labor. Parents often rely on their children's earnings to meet basic needs, including school fees. This economic dependency on child labor creates a vicious cycle where education is sacrificed for immediate financial gain.

Recommendation:

To reduce the reliance on child labor, economic support programs should be introduced to assist vulnerable families. This could include direct financial aid, microcredit schemes, and vocational training for parents to improve their earning capacity. By alleviating the economic burden on families, children would be less likely to be forced into labor, allowing them to focus on their education.

Conclusion:

The researcher found that cultural norms and practices in the community contribute to the perpetuation of child labor. Some parents believe that early involvement in work helps children learn responsibility and prepares them for adulthood. These cultural attitudes undermine the value of education and entrench child labor as a social norm.

Recommendation:

To change these cultural norms, community awareness campaigns should be conducted to educate parents and guardians about the long-term benefits of education and the legal implications of child labor. These campaigns should involve local leaders, educators, and social workers, and should be tailored to respect and gradually shift cultural attitudes towards valuing education over child labor.

Conclusion:

The research highlighted a lack of enforcement of existing child labor laws in the area. Despite legislation prohibiting child labor, there is insufficient government oversight and enforcement, allowing these practices to continue unchecked.

Recommendation.

It is recommended that the government strengthen enforcement mechanisms to combat child labor more effectively. This could involve increasing the number of labor inspectors, providing them with adequate training and resources, and ensuring that penalties for violations are strictly enforced. Additionally, collaboration with local authorities and community leaders can help monitor and report instances of child labor

Conclusion:

The researcher found that children who engage in labor often have poor school attendance and participation. These children are frequently late to class, miss school altogether, or are too tired to engage actively in lessons, leading to poor educational outcomes.

Recommendation:

Schools should implement robust attendance monitoring systems to track students who are frequently absent or late. Teachers and school administrators should work closely with parents to address the underlying reasons for poor attendance, providing support where needed. Incentives for regular attendance, such as school meal programs or scholarships, could also be introduced to encourage students to prioritize their education.

Conclusion:

The researcher found that students from vulnerable backgrounds, particularly those in single-parent households, receive inadequate support to help them balance their educational and labor responsibilities.

Recommendation:

Schools should establish support services for students from vulnerable backgrounds, including counseling, mentoring, and academic support. These services should be designed to help students navigate the challenges they face and provide them with the tools and resources needed to succeed academically. Partnerships with local NGOs and social services can enhance the effectiveness of these support programs.

Conclusion:

The research identified high dropout rates among students who engage in child labor. These students often leave school prematurely to work full-time, driven by the need to contribute to their family's income.

Recommendation:

To address high dropout rates, alternative education pathways should be created, such as evening classes, vocational training programs, and flexible schooling options. These alternatives would allow children who are unable to attend regular school hours due to labor commitments to continue their education. Local education authorities should work with community leaders to promote these options and ensure they are accessible to all children.

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RESEARCH INSTRUMENTS

In the study examining the impact of child labor on the right to education among children aged 5-17 in Lukojjo Village, Nama Sub-county, Mukono District, Uganda, several research instruments will be employed to gather comprehensive and reliable data. These instruments include questionnaires, key informant interviews, and documentary reviews.

INTERVIEW GUIDE

The interview guide for this study on the impact of child labor on education in Lukojjo Village, Nama Sub-county, Mukono District, Uganda, is structured to gather detailed and contextual information from key informants. The guide ensures consistency and depth in the data collected, covering several key areas:

1. Introduction:

Explanation of the research purpose, assure confidentiality, and obtain consent.

2. Background Information:

Collection of basic information about the informant's role and experience with child labor and education issues.

3. Prevalence and Nature of Child Labor:

Discussion of the extent and types of child labor in the village, including typical starting ages for child labor.

4. Impact on Education:

Exploration of how child labor affects school attendance, performance, and the barriers to education for working children.

5. Socio-Economic Factors:

Identifying the socio-economic contributors to child labor, such as poverty and parental education.

6. Community and Institutional Responses:

Reviewing existing measures to combat child labor and assess their effectiveness, seeking additional support or interventions needed.

7. Recommendations:

Gathering informant suggestions for strategies to reduce child labor and improve educational outcomes, including potential collaborations among stakeholders.

This guide will be used for semi-structured interviews with local leaders, school administrators, government officials, and NGO representatives to provide qualitative insights into the impact of child labor on education.

QUESTIONNAIRE QUESTIONS

1. What is your age?
 - 5-7
 - 8-10
 - 11-13
 - 14-17
2. What is your gender?
 - Male
 - Female
3. Do you engage in any form of work?
 - Yes
 - No
4. If yes, what type of work do you do? (Select all that apply)
 - Farming
 - Selling goods
 - Domestic work
 - Construction
 - Other (please specify): _____

5. How many hours per day do you spend working?
 - Less than 1 hour
 - 1-2 hours
 - 3-4 hours
 - More than 4 hours
6. Do you attend school regularly?
 - Yes
 - No
7. How often do you miss school because of work?
 - Never
 - Rarely (1-2 days per month)
 - Sometimes (1-2 days per week)
 - Often (3-4 days per week)
 - Always (5 or more days per week)
8. How does working affect your school performance?
 - No effect
 - I find it difficult to concentrate in class
 - I have less time to do homework
 - I am often too tired to study
 - Other (please specify): _____
9. Do your parents/guardians support your education?
 - Yes
 - No
 - Sometimes
10. What do you think can be done to reduce child labor in your community?
 - Increase financial support for families
 - Provide free or subsidized education
 - Raise awareness about the importance of education
 - Strengthen child labor laws and enforcement
 - Other (please specify): _____