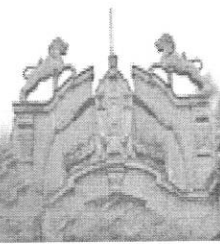
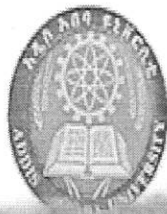


**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
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**ASSESSMENT OF CHILD LABOUR AND ITS IMPACT ON THE RIGHT TO PRIMARY  
EDUCATION: THE CASE OF BAHIR DAR TOWN, GISHABAY AND HIDAR 11  
KEBELES**

**By:**

**ABEBE ALEWOND ABATE**

**A Thesis Submitted To the Graduate School of Addis Ababa University in Partial  
Fulfillment of the Requirements for the Masters of Arts in Human Rights**

**June, 2014**

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**DECLARATION**

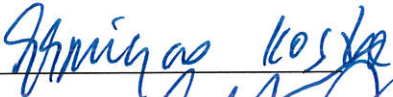
I Abebe Alewond hereby declared that this thesis is my original work and this thesis has not been submitted to any other institutions for the award of academic fulfillment. The sources of information used throughout the thesis have been also written and properly acknowledged.


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Place and Date of Submission: Addis Ababa University; June, 2014

This thesis has been submitted for examination with my approval as a university advisor.

Name: 

Signature: 

Date: June, 2014

## **Dedications**

This thesis is dedicated to my genuine and special grandmother nun Zegey Tesema whom I lost her by death in the mid of this year, hence I pray to God to rest her soul in heaven. I also dedicated to my lovely kid Eyosiyas Abebe who is gifted to me from the almighty God and to all children who compelled to engage in labour work in one or another reasons.

## **Acknowledgement**

Beneath the goodwill and supervisions of God, an academic research could not be made only by the efforts of individual; rather it demands the cooperation and contribution of other individuals either directly or indirectly. Accordingly, I duly appreciated and acknowledged all people who diligently support me in advice and ideas throughout the preparation of the research paper.

First and for most, I would like to offer special thanks and glory to the almighty God and his mother Saint Virgin Mary for giving strength and enabled me to cope up with all ups and downs in my life.

I would like to pay great credit to my sincere and genuine advisor *Ermiyas Kostre* for guiding me throughout my thesis by providing his enthusiastic and invaluable suggestions, constructive comments, and sharing his years' of experience that the paper would have been come to an end.

In my memory two persons are always have special place to present forever because they are very much unique in everything I am achieving now. I would completely be out of sense not referring to my father priest Alewond Abate and my mother w/r Zeneb Dagnaw who dedicated almost their entire life to care of the success of my life even though there is nothing I can give them in return but may God Sanctify and offers long live for them 'Amen!!'.

I will forever be thank full for the emotional and passionate support to my spouse Hluager G/Hiwot, my supper best little brother Haileyesus Alewond, and diyakon Getachew Mandefero , Grima Bekele, Muhammed Abdu, and Solomon Lema for their altruistic and unpreserved over all support to be successful in my life and academic achievements.

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## Acronyms

ACPF	African Child Policy Forum
ACRWC	African Charter on the Rights and Welfares of the Child
ANNPEAN	African Network for the Prevention of and Protection against Child Abuse and Neglect
AU	African Union
CCC	Community Cooperation and Coalition
CPU	Child Protection Unit
CSOs	Civil Society Organizations
FDRE	Federal Democratic Republic of Ethiopia
FGDs	Focus Group Discussions
FSC	Forum on Street Children
FSCE	Forum on Street Children Ethiopia
ILO	International Labour Organization
ITUC	International Trade Union Confederation
LSA	Labour and Social Affairs
LSAs	Local Social Associations
m.a.s.l	meter above sea level
MDGs	Millennium Development Goals
MOLSA	Ministry Of Labour and Social Affairs
NGO	Non-Governmental Organization
OAU	Organization of African Unity
OPRIFS	Organization for Prevention, Rehabilitation, and Reintegration of Female Street Children
PIN	People in Need
UN-CRC	United Nation Convention on the Right to Child
UNDP	United Nation Development Program
UNICEF	United Nation Child's Fund
WCYA	Women Child and Youth Affairs

### ***Abstract***

*Child labour has been one of vibrant and pervasive social problem of Ethiopia. On the other hand, little research has been conducted on it to scrutinize the nature, magnitude, and its impact on primary education. Hence, the study examined the interplay between child labour and the attainment of primary education for children whose age are between the age group of 6 to14 in Bahir Dare town, Gishabay and Hidar 11 kebeles. To underpin the concepts of child labour, the researcher undertaken the four theories of child labour: labour market perspective, human capital perspective, social responsibility perspective and child centered perspective. The researcher employed qualitative research method. In-depth interview, key informants interview, FDGs and observation were utilized to collect the necessary data.*

*The finding of the research indicates that child labourers are not well aware of about their human (child rights) rights. The results of the study reveal that despite children deserves a special protection for their vulnerability; they are engaging in labour works and compelled to withdraw from school. This greatly affects their right to education. When children invested more times on works, they have not get enough time to go school, for doing homework, an assignment, study, and rest. Therefore, investing more hours on work is potentially reducing the educational achievement of working children. Child labour has also significant impacts on the health condition, physical, mental, psychological development self-esteem and self-confidence of a child. Poverty, peer pressure, lack of attitudinal change to consider child labour as other crimes; ignorance of social responsibility, and lack of concern to see children as once own child accounts the major factors for the prevalence of child labour in the studying areas.*

## Chapter One: Introduction

### 1.1. Background of the study

Child labour is defined in different ways by various organizations based on the context they use, and also depending on the social, cultural and political contexts they have. Hence, there is “no universally agreed *single* definition of child labour.”<sup>1</sup> However, the most important and legally functional definitions<sup>2</sup> of child labour which used by most academician researchers are: two of ILO Convention (both C138, and C 182) and the UN Convention on the Rights of the Child (UN-CRC). For instance, the UN under CRC defined it as any work that performed by a child and potentially deteriorates his or her education, or to be harmful to their health, physical wellbeing, and mental, spiritual, moral or social interaction<sup>3</sup>. This definition given to child labor by UN originates from the innate objective of protecting and promoting the fundamental human rights of human being, thereby it is an end by itself, and it is not formulating as a means to an end. For ILO<sup>4</sup>, Child labour is any work in which children performed in a way or circumstance that violates the international and national regulations. The ILO claims that child labour is always illegal, because it is an economic activity practiced by children below the age of twelve; and a labour which is not light, and accomplished by 12 to 15 (14 for developing countries) year-old children. Despite, some literatures criticized that the ILO’s definition of child labour has an *implicit* objective to protect the economic and work rights of adults beyond protecting children from child labour<sup>5</sup>.

Every child has the right to be protected from such works and get access to “primary education<sup>6</sup>”. However, according to the report of world bank<sup>7</sup>, “more than 200 million children between the age of 5 and 14 engaging in different economic activities , which represents 20% of the total population of children in this age group”. Child labour is ever presenting phenomenon

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<sup>1</sup> *Defining child labour: A review of the definitions of child labour in policy research* (Geneva: ILO, 2009).

<sup>2</sup> All UN members except Somalia and the United States have ratified the CRC. ILO Convention 138 has been ratified by approximately 100 states.

<sup>3</sup> See Art 32(1) of Conventions on the rights of the child,

<sup>4</sup> See ILO’s Minimum Age Convention, 1973 (No. 138)

<sup>5</sup> Riho Sakurai, Background paper prepared for Education for All Global Monitoring Report. Strong foundations: *early childhood care and education, Child labour and education.* (2006), P7

<sup>6</sup> See Art 28(1(a)) of Conventions on the rights of child, 1989.

<sup>7</sup> Gordon Betcherman, Robert Prouty and et al, Social Protection Discussion Paper Series: *Child Labor, Education, and Children’s Rights* (2004).

which greatly affects the human rights of every country's children. However, the problem is more extensively revealed in developing countries like Uganda, Kenya and Ethiopia<sup>8</sup>.

Children (below 18 years<sup>9</sup>), in Ethiopia constitutes more than half (52%) of the total population of the country and 44% of the children are below 15 years old<sup>10</sup>. The National Employment Policy and Strategy of Ethiopia<sup>11</sup> disclose that due to child labour, poverty, inadequate access to education and lack of awareness, "Children as young as 5 years old actively work for low wages in family farms, and informal businesses sector".

Apart from its impact on the physical, mental, and psychological development of the child, child labour hinders human capital formation of the country by leaving the working child with little time to focus on education, thereby greatly affecting the future educated human resources<sup>12</sup>. International data on education enrolment shows that "72 million children of primary school age are not enrolled in school<sup>13</sup>", but there are also many children who are enrolled but who do not attend regularly or who drop out. Ethiopia has committed itself to the MDGs to achieve the goal of access to and completion of universal primary education by 2015 as one major aspect of its growth and transformation goal. However, child labour has been one of the threats to negatively affect the effort made towards achieving this goal.

### **1.2. Statement of the problem**

As discussed so far, child labour is the most deep-rooted problem for third world countries that affects the future life of children, and the human resource of a country. Despite the rate and degree of child labour is varied from country to country depending on the economic development they under scored, in most third world countries many people considered their children as an asset and means to improve their livelihoods. Such miss-perceptions that developed by the society in general and the households in particular make the conditions of child labor more complicate and serious problem in Ethiopia.

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<sup>8</sup> Stop child labour: *Working towards Child Labour Free Zones*. P2 available at: [www.stopchildlabour.org](http://www.stopchildlabour.org)

<sup>9</sup> See Art 2 of African Charter on the Rights and Welfare of the Child.

<sup>10</sup> Zewdineh B. Haile (Phd, Jsd), "Review of the Legal and Policy Frameworks Protecting the Rights of Vulnerable Children in the Federal Democratic Republic of Ethiopia" PhD diss, Addis Ababa University, 2008.

<sup>11</sup> See the National Employment Policy and Strategy of Ethiopia, (2009), p47

<sup>12</sup> Getinet Haile & Belyou Haile, *Child Labour and Child Schooling in Rural Ethiopia: Nature and Trade-off* (2007)

<sup>13</sup> See the Mini action guide: ITUC- international trade union confederation, (2008)

Ethiopia is one of the developing country in which Child Labour is exercised. According to ILO (2010), Diallo et.al, as cited in Getachew Berhanu<sup>14</sup>, the scope and seriousness of the problem of Child Labour at the world, Sub-Sahara African countries and in Ethiopian level explained as follow:

*Child labor remains a serious problem in the world today. International Labor Organization (2010) estimates that about 215 million child laborers between the ages of 7 and 14 are found in the world, some of 90 million children are under 12. The Sub-Saharan Africa has the highest incidence of children in economic activities. That is 28.4% of labor in Sub-Saharan African countries come from child labor whose are in the age between 5 to 14 years old, and the attempt towards the elimination of child labor is still lagging behind compare to in the other part of the world. These in turn is affecting adversely the accumulation of human capital. High level of child labor is associated with low level of school attainment. The international programme of elimination of child labor has prioritized Africa (Diallo et.al, 2010). Similarly Ethiopia has one of the highest rates of child labor in the world. About half of children whose ages between 5 to 14 years old are engaged in the economic activities in Ethiopia and that exhibited the low rate of school attendance and grade completion (CSA, 2002; MOE, 2011)*

As one can understand from the above paragraph, the incident of child labor in Ethiopia is very high. As a result it highly affects the education enrolment and achievement of the children and the potential of the future educated human resource of the country. According to ILO, the lowest age group in which child may engage into labour work in a forcible circumstance is at the age of 14. However, in Ethiopia, as one can see above, more than half of the children in the age group of 5 to 14 are forced to engage in economic activities before the age of 14. As a result, the repetition rate for primary education in Ethiopia has increased from 4.9% in 2010 to 8.5% in 2011.<sup>15</sup>

Bahir Dar town is also one of the places where children are largely participated in economic activities to sustain themselves and their family's life due to the combination effects of puling

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<sup>14</sup> Getachew Berhanu Kebede, "The Impact of Social Protection Programme on Child Labour and Education in Ethiopia. MA thesis, University of Mauritius, 2012

<sup>15</sup> Ibid,p3

and pushing factors. Since Bahir Dar town is a centripetal and destination for most labor workers, so many child laborers had working there. As the researcher unfortunately had got the chance to observe such child laborers, most of them were participating in different forms of labour activities that jeopardize their physical and mental development and affects their education.

### **1.3. Main Objective**

This research aims at to draw attention and focus on what experiences child labourers from their work mainly concentrating on, the level of children's awareness about their rights, the perceptions of children and other stakeholders towards child labour, the situation of child labour, its factors, the working and living conditions, and the extent to which child labour affects their future life especially on primary education in Bahir Dar town, Gishabay and Hidar 11 Kebele and at the end to recommend possible intervention mechanisms to save children from labour and enable them to get access to primary education.

#### **1.3.1. Specific Objectives**

The objectives of this study are:

- To assess the experience of Child Labourers and how the children and the concerned government bodies understand it and how they express its impact on their education in particular and their life in general.
- To identify and describe the actual conditions of child labour and children's level of primary education in Bahir Dar town, Gishabay and Hidar 11 kebeles.
- To assess the extent to which currently child labour persisted in and affects the basic human rights of a child mainly their right to primary education in Bahir Dar town, Gishabay and Hidar 11 kebeles.
- To identify the triggering factors (both push and pull factors) that forced the child to engage in economic activities and its consequences
- To identify the common or prevalent type of work which most of these children are involved in.

- To provide an input for the concerned stakeholders and policy makers regarding to the possible intervention mechanisms of combating child.

#### **1.4. Research Questions**

1. What are the experiences of Child Labourers and how the children and the concerned government bodies understand it and how they express its impact on their education in particular and their life in general?
2. What are the actual conditions of child labour and children's level of primary education in Bahir Dar town, Gishabay and Hidar 11 kebeles?
3. In what extent currently child labour persisted in and affects the basic human rights of a child mainly their right to education in Bahir Dar town, Gishabay and Hidar 11 kebeles?
4. What are the common or prevalent type of work in which most of these children are involved in?
5. What are the triggering factors that forced the child to engage in economic activities and its consequences?
6. What are the possible intervention mechanisms that can be taken by policy makers and other concerned bodies in the effort made reducing child labour?

#### **1.5. Research Method**

The first step in conducting a research is to identify whether the specific research questions the researcher want to answer are best answered by a quantitative or a qualitative approach. Which research method is going to be employee or select is not determined by the preference of the researcher, rather it is determined by the research questions we develop to examine or investigate the undertaken issue/ problem. The research questions constructed *with what, when and how* are best answered by and examined through qualitative research method.

Thus, in line with this concept, the researcher has undertaken *a qualitative method* of research with epistemological frame work (a philosophical assumption about how we look at the world and make sense of it), of *descriptive traditions* (one that seeks to understand the meaning of human experiences and stress on the uniqueness of individuals<sup>16</sup> to inquire the underline social problem. Because in qualitative research method, the researcher attempts to describe and

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<sup>16</sup>Nurse research, *Getting started with qualitative research: developing a research proposal*, (2007).

interpret human phenomenon based on their natural settings, often in the words of selected individuals or informants.

The researcher examined the phenomena of child labour and its impact on the right to education from the perspective of children affected by the practice of child labour and the views points of concerned government bodies. Thus, it is possible via this method to gather relevant data about the issue of child labour.

### **1.5.1. Research Methodologies and Design**

Research design is a plan of the researcher about what, where, when, and how data is going to be collected, analyzed and presented. According to Valentine as cited in Assefachew H/Selassie<sup>17</sup>, the peculiar feature of qualitative research method is exploring “the feelings, and understanding of experience of others through interviews and focus group discussions and reward the researcher by offering an in-depth understanding of a particular problem, rather than presenting one with mere numerical representation of the mass”. Thus, the researcher has employed in-depth and key informant interview, focus group discussion and observations.

### **1.5.2. Subjects of the Study**

It is not merely children were selected for their importance to the study, but also it is their rights to participate in all matters that have an impact on their life. Article 12 (1) of the UN-CRC spells out the right of children to participation in activities which affect them, to the extent of their mental maturity. Thus, Children were the primary target unit of analysis for the study in addition to Hidar 11kebele, Gishabay kebele and Bahir Dar city administration office of WCYA and LSA.

### **1.5.3. Sampling technique and size**

The researcher has employed purposive sampling for the convenience of acquiring relevant data for the study. According to Glaser & Strauss, 1991 and Patton, 1980 as cited in Robert .R<sup>18</sup>, purposeful sampling is usually suitable in qualitative research because it allows the researcher to select participants based on their unique experience in the studying issue so as to enhance the richness of information that is mandatory for detail and accuracy of the research being

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<sup>17</sup>Asefach H/Selassie Reda, “An investigation in to the experiences of female victims of trafficking in Ethiopia” MA thesis, University of South Africa, 2012, p40.

<sup>18</sup> Robert R. Maldonado, Sample Qualitative Research Proposal: A Phenomenological Pilot Study of Energy Healers Expertise and Recommendations for Energetic Disaster and Trauma Relief Training.

investigated. This means participants are selected because they are likely to generate useful data for the research.

To ensure this, the researcher preferred purposive sampling as it is credible, and covered the main groups he was interested in. It is advantageous to studied subjects who have specific experiences (in-depth interviews sample) or subjects with special expertise (key informant interview sample). Accordingly, 15 children for in-depth interviews (11 boy and 4 girl child labourers), 4 persons for key informants (1 is female), and 8 children for FGDs (2 of them were girls) were selected.

In qualitative research, samples are usually smaller than quantitative studies and are often time consuming because the data are collected from face-to-face interviews, focus groups and observation. Since the first goal of qualitative research is concentrating on the rich descriptions of phenomenon through small samples participants who have knowledge and experience in the area of the topic, it does not give priority for representativeness and generalization of the finding. It is mainly interested in providing detailed insight about the topic rather than emphasizing on large numerical representation of sample.

#### **1.5.4. Source of Data and Data Collection Instruments**

Qualitative data collection methods (interview and group discussion) are time consuming and consequently, data is collected from smaller numbers of people than would usually be the case in quantitative approaches such as through questionnaires<sup>19</sup>. However collecting data through these approaches enhances richness of data and gives deeper insight into the phenomena under study<sup>20</sup>. The research has utilized both primary and secondary sources of data to inquire tangible inputs for the study. The primary data were gathered from the aforementioned target populations who were expected to have a close proximity to the issue to be studied. To this end, in-depth interview, key informants interview and focus group discussion were collected through semi-structured interviews. The researcher prefers in-depth and key informant interview tools to ask them the nature, situation, factor and the interplay between child labour and primary education. Because this data gathering instruments allowed the researcher to have a face to face discussions and thereby enabled to ask additional questions about the problem depending on their responses.

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<sup>19</sup> Hancock, Beverly. *Trent Focus for Research and Development in Primary Health Care: An Introduction to Qualitative Research.*, Trent Focus, (1998)

<sup>20</sup> Ibid

FGDs were also opted to generate more ideas than individual interviews because group dynamics has the power to increase the richness of the data. Moreover, observation was conducted to consolidate the information gained via in-depth, key informant and FGDs. Because it allows the researcher to understand the real situation, nature and the actual life experiences of the target population

#### **1.5.5. Method of Data Processing and Analysis**

The research on Child Labour and its impact on the right to education has undertaken a *qualitative method* of research to examine the nature, experience of child labourer and scale of child labour to put impact on the right to education in particular and, on their future life in general in Bahir Dar Town specifically, Gishabay and Hidar 11 kebeles.

The primary data that were obtained through interview and FGDs has been transcribed by listening electronically recorded interviewed sounds and organized thematically in line with the objectives of the research. For this purpose, the researcher has used content analysis of an interview in order to identify the main themes that emerge from the responses given by the respondents. After the data has transcribed and arranged thematically, it was analyzed through interpretative, descriptive and reflective approaches according to the informants' understanding and point of views as well as the researcher's reflection from what he has observed during the interview. The secondary data that gathers from relevant articles, national and international documents were also analyzed through content analysis.

#### **1.6. Ethical Consideration**

The researcher has pursued his participants by telling them the objectives and significances of the research to get the needed data and for accuracy of findings. He was also promising his confidentiality to secure all their privacy and protect the identity of the person from whom the researcher gather information to the extent it deserves to be secured, unless the participants are volunteer no matter in disclosing their identity. This is important to avoid unnecessary anxiety and wastage of time during data collection. This could be done by well-informing them about what participation entails, and what the purpose of the research is. Because, in conducting any research, consent of and confidentiality to the informants are the two key ethical issues for the successful completion of a research.

### **1.7. Limitation of the study**

Content wise, given the time and financial restriction, the researcher limited on the nature and scope of child labour, the interplay between Child labour and education, the experience of child labourers and the extent to which it affects the life's of children in Gishabay and Hidar 11. Thus, the researcher has not extensively gone to assess all aspects of child labour (such as its impact on their health, physical wellbeing, economy, social interaction and so on).

### **1.8. Organization of the Study**

The paper is logically organized into four chapters. The first chapter covers the introduction, statement of the problem, methodology and limitation of the study. Chapter two deal about the empirical and theoretical review of literature. The third chapter consists of the normative frameworks. It discussed the international, regional and national legal documents that deals with child right and the issue of child labour. The fourth chapter comprised of finding, discussion and analysis. It also consists of conclusions and plausible recommendations of the researcher.

### **1.9. Significance of the Study**

Despite child labour is highly prevailing in Ethiopia including the studying area, there is little full-fledged empirical evidence about the scope, nature, and as to it impedes children to attend school, to score good grade and forced to drop out from school. Child labour is a serious social problem for both ones country's future human resource formulation and the development, health, physical, emotional and educational performance of children. Thus, assessing the nature, scope, causes and consequences of child labour is indispensable to establish intervention mechanisms against the problem of child labour. In view of these backgrounds, the present study is expected to have the following contributions:

1. It may serve as an input for governmental bodies, and concerned stake holder to deeply understand the nature, scope and impacts of child labour on education.
2. It may contribute to creating awareness and shed more light on the interplay between child labour and education. Policy makers might also be encouraged to develop intervention programs to promote the best interest of the child
3. It may be used as background document for policy makers to reconsider child labour and its intervention mechanisms in formulating future policies.

## **Chapter Two: Conceptual and Theoretical Frameworks**

### **2.1. Introduction**

This chapter provides a literature review to the study. It offers definitions and concepts of key terms to the research and highlights the theoretical and conceptual frameworks. Accordingly, the researcher provides operational definition to key terms and phrases that used under this study and finally the theoretical and normative frameworks are discussed.

### **2.2. Definition of key Concepts**

#### **2.2.1. Who is a Child?**

The article 1 of the UN-CRC and article 2 of the African Charter on the Rights and Welfare of the Child defined a child as every human being whose age is below 18 years unless specified by law<sup>21</sup>. This age limit is internationally accepted standard of unit to define child hood and identifies them to give special attention to secure their dignity and protect their psychological and emotional development. Accordingly, *under this research a child is any person whose age is below 18 years, but with particular emphases on a child whose age is between the age of 7 to 14.*

#### **2.2.2. Child Work and Child labour**

Child labour is a socio-cultural and socio-economical problem. Most of academic researchers and national and international legal documents put child work and child labour in different place and try to give their own respective conceptual definition for the terms. Child labour is understand as all forms of work that practiced/performed by those children whose age is under the minimum international standard of working age i.e., 15 years for developed states and 14 years for developing countries, yet work is any activity that does not jeopardize the physical and mental wellbeing and educational participation of a child<sup>22</sup>.

Some scholars argued that since child works are considered as one aspects of the natural socialization<sup>23</sup> process which is not equivalent to child labour<sup>24</sup>. These activities only stand for

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<sup>21</sup> See UN Convention on the Rights of the child and African charter on the rights and welfare of the child.

<sup>22</sup> See art 2(3 &4) of ILO Minimum Age Convention,1973(No. 138),

<sup>23</sup> To the scope of my understanding, socialization is the learning process of new knowledge, experience, skill, identity, norm, culture, social interaction and etc. of the society while one lives with in that particular society

<sup>24</sup> Bjørne Grimsrud, What Can Be Done about Child Labor? *An Overview of Recent Research and Its Implications for Designing Programs to Reduce Child Labor*, (World Bank: 2001), P1.

domestic chores<sup>25</sup> that do not compromise children's development and educational performance<sup>26</sup>. Moreover, Article 7 (1) of ILO minimum age convention, it states that:

*The "National laws or regulations may permit the employment or work of persons 13 to 15 years of age on light work which is: (a) not likely to be harmful to their health or development; and (b) not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received".*

Implicitly, this article in tells that there are economic activities in which children may legally participate in economic activities. In other word, there are legally permitted labour works and not categorized under child labour. Yet an important question should be raised is that" how do we know whether that work is harmful to a child's health and development or not? How is it possible to know when an activity interferes with schooling?"<sup>27</sup> As revealed in various academic and non-academic literatures, there is no clear cut line that distinct child work and child labour. In some cases, therefore, it is difficult to determine what types of activities fall under either child work or child labour.

Some define child labour based on the patterns of children's activities and the amounts of hours in which the children stay on work. "Others define it on the basis of the negative impact of work on children's physical, mental, social and moral development as well as deprivation from educational opportunities"<sup>28</sup>.

The meaning and implication given to '*Child labour*' is varies from country to country depending on the "socio-cultural, political and economic of each country"<sup>29</sup>. In fact, the characteristics of

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<sup>25</sup> The phrase domestic chore is used to refer non-economic work (providing services to own family members) such as caring for family members, cooking, cleaning, or Child and Elder Care etc. See, Defining child labour: *A review of the definitions of child labour in policy research*, (Geneva: ILO, 2009),P.8

<sup>26</sup> Ibid

<sup>27</sup> Ibid. P.18

<sup>28</sup> Mojibur Rahman Doftori, *Education and Child Labour in Developing Countries: A Study on the Role of Non-Governmental Organizations in Bangladesh and Nepal*, (2004) P.49

<sup>29</sup> Riho Sakurai, Background paper prepared for Education for All Global Monitoring Report. Strong foundations: *early childhood care and education, Child labour and education*.(2006), P7

child labour in which it manifests are also “complex and differ from place to place and from time to time”<sup>30</sup>. For instance, Admassie Assefa in his study defines child labour as ‘any activity, paid or unpaid, other than school attendance that compromises the normal physical and/or educational development in which non-working children under the age of 15 years would be expected to attain’<sup>31</sup>.

On the other hand, the ILO claims that child labour is always illegal, because it is an economic activity practiced by children below the age of twelve; and a labour which is not light, and accomplished by 12 to 15 (14 for developing countries) year-old children. In spite of this, some literatures criticized that the ILO’s definition of child labour has an implicit objective to protect the economic and work rights of adults beyond protecting children from child labour<sup>32</sup>.

According to the UN CRC, 'Child' means anyone under the age of 18 years. However, the minimum age of employment in none hazardous works is lower than 14. While the ILO C138 sets this age as the lower limit of work, in many developing countries including Ethiopia, children younger than this age limit are seeing to participate in economic activities. Thus, every child under 18 seeks a special protection because they have not yet reached to be full adulthood physically, emotionally and intellectually to administer themselves.

Yet, the researcher is inspired by the definition of human capital theorists and ILO. Accordingly, throughout this research, the researcher defines child labour and child work as follow:

Child labour refers to work that:

- Is mentally, physically, socially or morally dangerous and harmful to children; and
- Interferes with their schooling by:
  - Depriving them the opportunity to attend school;
  - Obliging them to leave school prematurely; or

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<sup>30</sup> Admassie Assefa, *The Incidence of Child Labour in Africa with Empirical Evidence from Rural Ethiopia*, ZEF discussion papers on development policy no 32, (Bonn., 2000), p.9

<sup>31</sup>Ibid. p.8

<sup>32</sup> Riho Sakurai, Background paper prepared for Education for All Global Monitoring Report. Strong foundations: *early childhood care and education, Child labour and education*.(2006), P7

- Forcing them to combine school attendance with labour work<sup>33</sup>.
- Whereas child work is any harmless activity which is practiced by children as a socialization process to prepare them for their future successful adulthood life

### **2.2.3. Education as the Basic Right of Children**

Education is one of the fundamental human rights of children which enshrined in different international, regional and national legal documents. From international law perspective, article 29 (1(a & b)) of the UN Convention on the Rights of Child clearly express the values of education for the development of the child's personality, talents and mental and physical abilities. It also underlines its importance for respect of human rights and fundamental freedoms of children. Similarly, the African Charter on the Rights and wellbeing of the Child also recognizes children's right to have access to education as one fundamental right. At national level the Ethiopian constitution also implicitly recognizes the right of a child to have an access to education under article 31(5).

Universal access to primary education hopped to play indispensable roles in the process of reducing poverty and inequality, improving health and social well-being and laying the basis for sustained economic growth. It is also one means to fighting against child labour- despite both of them have a vicious circle and casual relationship. Thus, the right to education is not only per se an end, but it is also one of the most powerful instruments for the realization of other human rights of children.

### **2.3. Theoretical Framework to Understand Child Labour**

There are several models and theories of child labour that underpin the interpretation of child labour. However, labour market, human capital, social responsibility and child centered perspectives are selected by the researcher to provide an insight into child labour. These perspectives are selected from other theories and models as they are being influential, well logical and powerful to elaborate child labour. Thereby mainly ILO, UNICEF and UN (CRC)

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<sup>33</sup> Eddy Joshua Walakira, "Interpretation of Child Labour in Uganda: A Case of Children's Work in Fishing Communities in Wakiso" PhD diss, University of Wlen 2009, P.13 and see also and ILO's Minimum Age Convention No. 138, 1973

utilize these perspectives<sup>34</sup> to interpret and analyze child labour. All these four theories delivered their own distinct assertions regarding to whether child labour is appropriate and beneficial for their transition into the adulthood life. Thus, according to the proponents of these theories, the issue of child work or labour “continues to be controversial and contentious”<sup>35</sup>.

### 2.3.1. Labour Market Perspective

The basic argument of this theory is that in the labour market the weak (children) are easily attacked and exploited by the strong (adults), because in the labor market children have very less bargaining power to the terms of employment, amount of salary and to exercise the rights enshrined in international and national legal documents, thereby children are more exposed to labour exploitation and less benefited than adults. Therefore, this theory argues that "exploiters must be controlled through legislation and its enforcement" (Ennew et al. 2005:29). Thus, most of ILO's conventions and the UN-CRC on child labour lay their bases on the labour market perspective.<sup>36</sup> Labour market theory claims that child work and education are two incompatible things, so that children should not be participate in any work until they accomplished their primary education. Thus, any child who does not accomplishes this/her primary education demands all kinds of protection from the state which is the primary duty bound as far as it is subjected to international treaties. Yet, this theory does not escaped from criticism in that it intentionally excludes children from labour market to protect the economic and work rights of adults beyond protecting children from child labour. However, this theory enables them to finishes their primary education. Whatever criticisms are forwarded, the row fact is that child work or labour has undeniable impact on the education attendance and performances of children. The one who spends more time on work is scoring the less educational achievement. In fact, there might be few students with special talent who irregularly attends their education and registers higher educational achievement, but they are very few in numbers and thus do not representing the vast majority of working children. According to this discourse, every child whose age is below the legal minimum age should be protected by the state from participating in

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<sup>34</sup> Addisu Gedlu, "Child Labour in the Informal Sector: the Case of Gulele Sub-City", MA thesis, Addis Ababa University, 2008.

<sup>35</sup> Danaë Anderson, *Safe Enough? The Working Lives of New Zealand Children*; New Zealand Work and Labour Market Institute, Auckland University of Technology.P.1

<sup>36</sup> Eddy Joshua Walakira, "Interpretation of Child Labour in Uganda: A Case of Children's Work in Fishing Communities in Wakiso" PhD diss, University of Wlen 2009.

any work until their age allows them to do so. This theory is mostly relevant to this research to analyze the interplay between child labour and education in chapter four.

### 2.3.2. The Human Capital Perspective

This discourse views child labour as the product of under development and defined it as work and/ or work conditions that undermines the health, physical and mental development, skills, and thinking capacities of their mind, thereby deteriorate their future personal life and the human resources of the country at large. For this theory, child work is considered as one of mechanism to nurture and cultivate children's capacity, skill, and knowledge and thus, preparing them to be matured in their oncoming life and for the development of their nation as far as it does not reduces their efforts against their educational achievement. In this way, children are viewed as "human potential that must be prepared for productive adulthood, and childhood as a period of economic investment that produces future return through taxes paid, increased productivity, and an expanded economy"<sup>37</sup>. The general remarks of human capital discourse resembles that the involvement of children in to labour market at their early age is one parts the natural socialization process to make them matured for their future, well-functioning in economic and social scuffles, but it should be properly managed and confirmed with their education. The World Bank and UNDP used this theory as a stepping ground in regarding the capacity of children to add values to their productive adulthood<sup>38</sup>. As such, childhood is regarded as a period of economic investment that produces future returns through individual incomes, taxes paid, increased productivity, and an expanded economy<sup>39</sup>. In conclusion, the Human Capital perspective gives a due emphasis on negotiating or compromising education on one hand and child work (as apprenticeships for fruitful future life) on the other hand. If the awareness and the attitude of the society well developed to distinguish child labour and light child work as a socialization process and able to compromise it with primary education, the human capital perspective is workable mainly for developing countries, including Ethiopia.

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<sup>37</sup>Addisu Gedlu, "Child Labour in the Informal Sector: the Case of Gulele Sub-City", MA thesis, Addis Ababa University, 2008,P.11

<sup>38</sup> Eddy Joshua Walakira, "Interpretation of Child Labour in Uganda: A Case of Children's Work in Fishing Communities in Wakiso" PhD diss, University of Wlen 2009, P.13

<sup>39</sup> Ennew, J. Myers, W. E. & Plateau, D. P, Defining *child labour as if human right really matter*. Weston, B. H., ed. *Child Labor and Human Rights: Making Children Matter*. (London: Lynne Rienner Publishers,2005)

### 2.3.3. Social Responsibility Perspective

The social responsibility discourse views child labour as works that exploit, oppress and alienate children to be protected by the society and thus it is the product of social inequality and exclusion rather than economic underdevelopment<sup>40</sup>. It analyzes the cause of child labour from the point of view of the prevalence of unpleasant social system. It is clear that, cultural, economic, political and social inequalities are always led to social exclusion and exploitation<sup>41</sup>. This social inequality and exclusion may result from disintegration of family either by divorce or diseases like HIV/AIDS and/ or breakdown of nation by war<sup>42</sup>. Since Child labour is a socio-cultural and socio-political problem, the mere economic growth and poverty alleviation could not be a solution in the process of eliminating child labour. Among others, children are one of the most vulnerable and victims of such social exclusion. There for, the advocators of this theory suggest that the best intervention mechanism to alleviate child labour is eliminating these social inequality and social exclusion and promoting social inclusion of those who are marginalizing by the social system. This can be done by changing the old fashion cultures and values through educating the society about its short and long term consequences on the future life of the child and the human capital of the country at large in addition to the effort made by the government to empower children through education. According to the proponents of this perspective, the state is the primary actor to play a great role in the process of changing the misleading attitudes and views of the society towards child labour through utilizing all types of Mass Medias. In addition to the government, civil society organizations and local NGOs are expected to mobilize the society against the effort made to ban child labour by creating awareness to the society about the impacts of child labour. In conclusion, unlike the first two perspectives, this perspective views children as an active participant and powerfully contributing to solving the problems. This theory/perspective helps the researcher as a lens to analyze the cause of and the primary responsible actors to combat child labour.

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<sup>40</sup> Addisu Gedlu, "Child Labour in the Informal Sector: the Case of Gulele Sub-City", MA thesis, Addis Ababa University, 2008.

<sup>41</sup> Makiko Masuhama, *Macro Analysis of Child Labor and School Enrollment* (University of Pittsburgh: 2006)

<sup>42</sup> Eddy Joshua Walakira, "Interpretation of Child Labour in Uganda: A Case of Children's Work in Fishing Communities in Wakiso" PhD diss, University of Wlen 2009. P.13

#### 2.3.4. The Children Centered Perspective

The child-centered approach places the best interest of a child at the top in the process of interpreting and conceptualizing child labour<sup>43</sup>. Its objective is to protect the rights of children and to empower the capacity of children's decision making power on their affairs. According to this perspective, children are viewed not just passive recipients or victims of exploitation rather they are considered as active being who know what needs to be done for them and are capable of passing decisions<sup>44</sup>. In such a way it may fail children at risk of participating in unsafe activities, including child labor. As a result of this, the proponent of this theory claims that the voice and decisions of children should be taken into account in order to make effective social policies related to child labor<sup>45</sup>. However, what seems to be oversight by the advocates of this theory is that children are not always rationally enough matured to pass decisions over all issues and participate in all issues affecting their lives.

For this theory, childhood, children, and child work/ labour are socially constructed phenomenon and thus they can be differently defined within the values of socio-cultural set up, economic growth, and political context of a particular country<sup>46</sup>. Children may be positively or negatively affected by their working experience depending on how their work perceived culturally, socially, and economically in their communities. Therefore, there is no single and universally agreed definition of childhood, child and child work/ child labour across different community, country and region.

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<sup>43</sup>Ibid. P.15

<sup>44</sup>Makiko Masuhama, *Macro Analysis of Child Labor and School Enrollment*, (University of Pittsburgh: 2006), P.23

<sup>45</sup>Ibid. P23

<sup>46</sup>Ibid. P23

## 2.4. Conceptual and Empirical framework

### 2.4.1. Child Labour and primary Education in Ethiopia

There is little or insignificant empirical data in Ethiopia to assess the situation, prevalence and magnitude, common types of labour work, and impacts of child labour on the education enrolment and performances of children<sup>47</sup>. However, one study shows that “children as young as five years old are made to participate in farm and house hold work activities”, some of which could be totally incompatible with schooling to be one of “the main reasons for low school enrolment in Ethiopia”<sup>48</sup>.

In Ethiopia, there is no adequate research that clearly shows the trend, nature, scope and numerical representation of child labour plus its impact at national level<sup>49</sup>. However, some sources revealed that it is customary to observe when a large number of children are participating in economic activities in Ethiopia below the age of 14. According to the study of UNICEF, in Ethiopia, 7.5 million of children enter into labor market below the age of 14 and “with little or no formal education”<sup>50</sup>. This study also discloses that 40% of children with the age groups 5-9 years old are engaged in economic activity. Despite there is lack of scientific and reliable qualitative and statistical data to understand its nature, magnitude and impact, the Ethiopian National Child Labor Survey conducted in 2001 shows that the total number of “children in the age group of 5-17 was 18,197,783. Out of this figure it was indicated that nearly 9,483,611 children had been involved in productive activities of the country in different sectors of the economy.

*Child labour is still a pervasive problem in Ethiopia. A national Child Labour Survey conducted in 2001, with ILO assistance, indicated that while 52 % of children aged 5 – 17 years were economically active, 33 % were engaged in non-economic activities, with half of them not attending school. Overall, 85 % of children aged 5 – 17 years were involved in economic or domestic chore activities that prevented or impeded school attendance or performance. Most of the children work long hours and in harsh and exploitative conditions. Majority of them work*

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<sup>47</sup> Government of Ethiopia: *Report on Progress in Implementing the World Fit for Children Plan of Action in Ethiopia*, Addis Ababa, 2007

<sup>48</sup> Ibid

<sup>49</sup> People in Need Ethiopia, *Study on the Situation of Child Labour in Ethiopia: Review of Existing Studies and Brief Assessment*, (Addis Ababa, July 2009), p.5

<sup>50</sup> Lorenzo Guarcello and Furio Rosati, *Child Labor and Youth Employment: Ethiopia Country Study*. (2007), P.2

*in agriculture and in various sectors of the urban informal economy, including domestic work.*<sup>51</sup>.

The Ethiopian government has committed itself to various national, regional, and international initiatives to eliminate child labour and to achieve the goal of universal primary education for all children-whose age reached for education. However, though the Ethiopian government is diligently works to achieve universal primary education for all, there are some obstacles that impede the effort it made to attain this goal in 2015. Child labour is one of the primary challenges that relegate the pace made towards MDGs especially the goal of providing universal primary education for all. Ethiopia accounts for the largest youth population in Sub-Saharan Africa and simultaneously she accounts for highest rates of child labour incidence in the world<sup>52</sup>. Some literatures claimed that, child labor in Ethiopia is not recognized as one of the major social problems that are contributing to the prevalence of extreme poverty, low enrolment of primary education and drop out of children from school<sup>53</sup>.

#### **2.4.2. The Interplay between Child Labour and Education**

Apart from its physical, mental, and psychological impacts, child labour hinders children to attend education by leaving the working child with little time to focus on education, and thereby greatly threatens the future educated human capital formation of a country<sup>54</sup>. Most of children, particularly in the rural parts of the country, engage into work before the age of 14. These children work up to 80 hours/week and thus, almost they spent all the times on work so that they remains with no time to go school, study, and doing home works<sup>55</sup>.

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<sup>51</sup> A joint Government, Workers' and Employers Organizations' Programme supported by ILO, Federal Democratic Republic of Ethiopia: *Decent Work Country Programme (DWCP) Ethiopia (2009-2012)*

<sup>52</sup> Lorenzo Guarcello and Furio Rosati, *Child Labor and Youth Employment: Ethiopia Country Study*, (2007) P.2. See also Beliyou Astatike, "Child Domestic Work in Ethiopia: An Empirical Investigation" MA thesis, Addis Ababa University, July, 2003, p7.

<sup>53</sup> People in Need Ethiopia, *Study on the Situation of Child Labour in Ethiopia: Review of Existing Studies and Brief Assessment*, (Addis Ababa, July 2009), p.6

<sup>54</sup> Getinet Haile & Beliyou Haile, 2007. *Child Labour and Child Schooling in Rural Ethiopia: Nature and Trade-off*. P.1

<sup>55</sup> Yisak Tafere, Workneh Abeb and Asham Assazine (2009). *Key Transitions and Well-Being of Children in Ethiopia: Country Context Literature Review*, p.11

Thus, from education perspective, child labour has a considerable impact on the enrolment of primary education for all children. Accordingly, in Ethiopia, “only 28% of 6- to 9-year-olds, and a little over half of 10- to 14-year-olds, are enrolled in school”<sup>57</sup>.

On the other hand, though it seems to be exaggerated & deplored, the U.S Department of Labor’s bureau of International Labor Affairs<sup>58</sup> discloses a statistical data about the percentage of working children and school attending children as follow:

*Table 1: Child work, school attendance and the trade of between child labour and schooling*

<i>Children</i>	<i>Age</i>	<i>Percent</i>
<i>Working</i>	<i>5-14</i>	<i>70%</i>
<i>Attending school</i>	<i>5-14</i>	<i>29.2%</i>
<i>Combining work and school</i>	<i>7-14</i>	<i>0.3%</i>

*Source: U.S Department of Labor’s bureau of International Labor Affairs*

At the first place, working full-time prevents a child from getting an education. Next, even they participating in school, while they spent their valuable learning times on work it is apparent that they relegate in their academic performance. If the children use their time on daily work (digging in small road construction/ coble) stone selling lottery, kolo (roasted grain), sugar can, and fetching water at the expense of attending school and/or doing homework, then it reduces the academic performance of students. International data on education enrolment shows that “72 million children of primary school age are not enrolled in school”<sup>59</sup>, but there are also many children who are enrolled but who do not attend regularly or who drop out.

The Ethiopian Central Statistics Agency (CSA) under its 2002 national survey<sup>60</sup> conducted on Child Labor, as cited in the 2009 paper of PIN Ethiopia, discloses that from the total population of children 33% of them (in the age group of 5-7) attended formal school and 5% of children in the same age group attended religious schools. However, 56% of children in that age group were

<sup>57</sup>Ibid. P.7

<sup>58</sup> See The United States Department of Labor’s bureau of International Labor Affairs: *country profiles*, (2009), p.242.

<sup>59</sup> See the Mini action guide: ITUC- international trade union confederation. June,2008

<sup>60</sup> People in Need Ethiopia, *Study on the Situation of Child Labour in Ethiopia: Review of Existing Studies and Brief Assessment*, (Addis Ababa, July 2009), P20.

attended neither formal nor informal schooling as a result of household chores and generating household income which accounts 35.7% of the rationales behind the non-existence of children at school. This indicates that child labour is one of the most determinant obstacles for the achievement of attaining the goal of primary education for all in 2015. So that it needs more consolidated and far reaching efforts of both the Ethiopian government, community and non-government stakeholders.

Ethiopia has committed itself to the MDGs to achieve the goal of access to and completion of universal primary education by 2015 as one major aspect of its growth and transformation goal. As some literatures shown, while the government has made a considerable effort to achieve primary education for all in 2015, yet not much focus has been paid to the problem of child labour equivalent to the efforts made to increase the quantity and quality of education.

#### **2.4.3. Factors of Child Labour in Ethiopia**

“Child labour is a complex problem whose roots are deeply embodied in cultural, social, political, and economic structures and traditions of societies<sup>61</sup>”.

In Ethiopia, child labour and low educational participation of children is the result of household poverty, low level of family’s education (lack of awareness), disagreement between wives and husbands, family disintegration and loss of parents for various reasons divorce, death of either of the family or both, and peer pressure. It is also identified the cheapness of child labour, easily accessibility and the flexibility of children to order according to the interest of the boost as the major factors contributing to child labor in Ethiopia.

Child labour is the interplay of both pushing and pulling factors. Some of the potential pushing factors presented behind child labor, among others, include poverty, disagreements between parents, and the attitudes and beliefs of family to considered children as an asset and means to improve their livelihoods<sup>62</sup>. Despite the demand aspect does not contributes its share as important as the supply aspect for the incidence of child labour, in the labor market children labor is very cheap and easy to access, more flexible and compliance nature of the child

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<sup>61</sup> Admassie, Assefa, *the Incidence of Child Labour in Africa with Empirical Evidence from Rural Ethiopia*, ZEF discussion papers on development policy no 32, (Bonn: Centre for Development Research, 2000), p.3.

<sup>62</sup> A study on the situation of child labour in Ethiopia: *review of existing studies and brief assessment People in need Ethiopia* (Addis Ababa, 2009), P15

compared to the adult workers- who have the relative advantage of bargaining power to the terms of employment and amount of salary in the labor market<sup>63</sup>. Thus, the employers preferred children than adults taking into the above advantages. Household poverty, family disintegration and loss of parents for various reasons were identified as the major factors contributing to child labor in Ethiopia. Some of the potential pushing factors presented behind child labor, among others, include poverty, disagreements between parents, and the culture/norm of the society. Poverty as pushing factor prompts parents to supply the labour of their children in their own businesses and/ or in the labour market as a means to sustain their family's life and to challenge poverty, at least, for the moment<sup>64</sup>.

Most of the rural parts of Ethiopian cultural and societal considerations commonly require children to participate in domestic work and in manual work places such as in agricultural practices<sup>65</sup>. In terms of culture, especially in most rural parts of Ethiopia, child labour is not viewed as negative, but instead children are seen as a natural and traditional part of the labour market<sup>66</sup>. The society perceives child labour as normal and one way of preparing the child for their future adulthood life, thereby they considered children as an asset and as means to improve their livelihoods.

The demand/pulling aspect also contributes its share for the incidence of child labour, in the labor market. Mizzen, Pole & Bolton claimed that children are often chosen as employees because they are flexible, serving by low payment and thus maximize employer's profit<sup>67</sup>. The cheapness children's labor, easy to access, more flexibility and compliance nature of the child compared to the adult workers- who have the relative advantage of bargaining power to the terms of employment and amount of salary in the labor market, are the most determinant demand

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<sup>63</sup> Ibid

<sup>64</sup> International Labour Office, Bureau for Employers' Activities ; International Organization of Employers, *Eliminating child labour : guides for employers* (Geneva: ILO, 2007), p.15

<sup>65</sup> Admassie, Assefa, *the Incidence of Child Labour in Africa with Empirical Evidence from Rural Ethiopia*, ZEF discussion papers on development policy no 32, (Bonn: Centre for Development Research, 2000), p.4.

<sup>66</sup> International Labour Office, Bureau for Employers' Activities ; International Organization of Employers, *Eliminating child labour : guides for employers* (Geneva: ILO, 2007), p.21

<sup>67</sup> Mizzen, P., Pole, C., & Bolton, A., *Hidden Hands: International Perspectives on Children's Work and Labour*, (London Routledge Palmer: (2001),

factors for the persistency of child labour in the country<sup>68</sup>. Children are often paid less than adults. Taking into account these and other advantages, most of the time, the firms/ employers prefer child labourers than adults one.

Children (below 18 years<sup>69</sup>), in Ethiopia, constitutes more than half (52%) of the total population of the country and 44% of the children are below 15 years old<sup>70</sup>. The National Employment Policy and Strategy of Ethiopia<sup>71</sup> disclose that due to poverty, inadequate access to education and lack of awareness, “children as young as 5 years old actively work for low wages in family farms, and informal businesses sector”.

Child labour in Ethiopia has been the serious problem not only because of the absence of national anti- child labour related legislations, but it is due to the complex nature of the problem combined with poverty, and poor implementation mechanisms of legislations, lack of specific strategies on how to reduce the problem and un proportionate punishments for guilty of child labour abusers. For instance, the 1960 civil code of Ethiopia recognizes the birth registration of a child to be officially acknowledged and to acquaint with birth related rights (the right to name, nationality, the right to know parents and get their care, the right to be protected against child labour and etc.). Yet, still in Ethiopia there is no compulsory and universal birth registration system. This absence of birth registration contributes for the continuation of child labour. Because, the right of the child to be protected against child labour and any other forms of child “abuse and exploitation cannot be meaningfully realized without putting in place a systematized birth registration system<sup>72</sup>”.

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<sup>68</sup> A study on the situation of child labour in Ethiopia: review of existing studies and brief assessment People in need Ethiopia, 2009, Addis Ababa. P15

<sup>69</sup> See the African Charter on the Rights and Welfare of the African Child. Art 2

<sup>70</sup> Zewdineh B. Haile (Phd, Jsd). *Review of the Legal and Policy Frameworks Protecting the Rights of Vulnerable Children in the Federal Democratic Republic of Ethiopia*, (2008) See also People in Need Ethiopia, *Study on the Situation of Child Labour in Ethiopia: Review of Existing Studies and Brief Assessment*, (Addis Ababa, July 2009).p7.

<sup>71</sup> See the National Employment Policy and Strategy of Ethiopia, November (2009).p47

<sup>72</sup> Zewdineh B. Haile (Phd, Jsd). *Review of the Legal and Policy Frameworks Protecting the Rights of Vulnerable Children in the Federal Democratic Republic of Ethiopia*, (2008) See also People in Need Ethiopia, *Study on the Situation of Child Labour in Ethiopia: Review of Existing Studies and Brief Assessment*, (Addis Ababa, July 2009).p 30.

#### 2.4.4. Consequences of Child Labour

Despite, Ethiopia ratified various international conventions and treaties as well as promulgating its own national legal documents in line with the international frame works to protect, and promote the human rights of children and to fight against child labour, still a large number of children are participating in economic activities in a way that jeopardize their physical mental and wellbeing and educational performance<sup>73</sup>.

*Child labour has a direct effect on individual lives and families, but it also has a larger, cumulative impact on society and its long-term growth. A society with high levels of child labour is susceptible to being caught in a low-level equilibrium trap in which a relatively uneducated workforce continues to produce low quality goods at low levels of productivity. A new generation needs to break the vicious cycle and allow children the chance to go to school instead of working so that they can be more productive in future years. They will then be able to contribute to the efficient production of higher quality goods and to the expansion of markets both domestically and internationally<sup>74</sup>.*

As one can see above, Child labour is a serious problem to damage children's intellectual and physical development of their future adulthood life. In other words, "if a child is working throughout the day, the child remains uneducated and subsequently has low productivity in his/her adulthood life" so that child labour can directly contribute to illiteracy of children and on the long term, thereby to adult unemployment and the accumulation of educated human capital of the country<sup>75</sup>.

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<sup>73</sup> YisakTafere, Workneh Abebe and Asham Assazinew, *Key Transitions and Well-Being of Children in Ethiopia: Country Context Literature Review*, (2009). p.11

<sup>74</sup> International Labour Office, Bureau for Employers' Activities ; International Organization of Employers supported by ILO, *Eliminating child labour : guides for employers* ( Geneva: 2007), p.27

<sup>75</sup> Annabel Watson, "The Impact of Child Labour on the Educational Attainment of Children in Vietnam" MA thesis, University of Oxford, 2008, p.9

#### 2.4.5. Child labour and the MDGs: Primary Education for All (PEFA)

*In reality, children below the age of 14 are highly involved in child work. This is a common problem in developing countries, most of which are therefore unlikely to achieve the Millennium Development Goals.... For example, one study showed that more than 40 per cent of African children of under the age of 14 are in the labour market (Admassie 2002).....Despite the increasing enrolment rate in Ethiopia, with only 60 per cent of children ever joining the first grade, 25 per cent of the students dropping out by Grade 1, and nearly 50 per cent by Grade 5, Ethiopia appears unlikely to meet the Millennium Development Goal of universal primary completion by 2015 if the present conditions continue.<sup>76</sup>*

As stated above, despite the Ethiopian government endeavors a lot to attain the goal of primary education for all-which is one component of the MDGs, it confronted by different challenges that relegate it backward not to run with its normal speed. Among others, poverty and child labour accounts the major shares as an obstacle to attain the goal of primary education for all in 2015.

One study<sup>77</sup> indicates that “over half the children in the rural areas of the Amhara regional state had never been participate in school. This literature also discloses that poverty, child labour and early marriage for girls as major reasons for their absent to school. Some of these children have been received payment for what they work while most of them were worked without payment for their family and stay on work averagely over 30 hours/ week. Thus, it is clear to see that despite Ethiopia strives to achieve primary education to all; child labour is the major obstacle to attain it in 2015. Some reports also criticized Ethiopian government as it “does not have a comprehensive and long term child policy to combat .....child labor and has not effectively enforced the child labor laws<sup>78</sup>”.

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<sup>76</sup> YisakTafere, Workneh Abebe and Asham Assazinew, *Key Transitions and Well-Being of Children in Ethiopia: Country Context Literature Review*, (2009),p.6

<sup>77</sup>Ibid

<sup>78</sup> See The United States Department of Labor’s bureau of International Labor Affairs: country profiles, (2009), p.242.

#### 2.4.5. The Roles of CSOs and the Community (Religious Institutions, and Local Institutions) against Child Labour and Promoting Access to Primary Education

Civil society organizations are responsible in advocacy, awareness raising, research, prevention, rehabilitation and treatment of children harmed by violence, provision of services, and provision of resources. According to the report of EDRE to the United Nations Committee on the Rights of the Child (2006 – 2011), the CSOs has established to provide service on 7 basic areas for vulnerable children which include: 1) shelter and care, 2) economic strengthening, 3) legal protection, 4) health care, 5) psychosocial support, 6) education, food and nutrition, and 7) coordinated care linked to all sectors for appropriate mix of services for program beneficiaries<sup>79</sup>. Accordingly, the number of Civil Society Organizations (CSOs) working on child right issues in general and violence against children in particular has increased from time to time<sup>80</sup>

While the UN-CRC gives special place for civil Society organizations in creating awareness about the crudity of child labour, provide services and offer aid to those currently affected children and to work in reducing the incident of the problem, in Ethiopia, their efforts is still much more limited in towns and would not be cover the remote rural parts of Ethiopia- where large numbers of vulnerable children are found<sup>81</sup>.

**Table 2:** *The roles of CSCs in fighting against child labour*

Names of CSOs	Their major areas of focus	Scope in terms of place of work
FSCE	<ul style="list-style-type: none"> <li>➤ advocacy and awareness raising activities,</li> <li>➤ -establishing the CPUs and working with the police force in protecting children against abuse</li> </ul>	Addis Ababa and other regions of the country

<sup>79</sup> *The Combined 4th and 5th Periodic Reports of the Federal Democratic Republic of Ethiopia to the United Nations Committee on the Rights of the Child (2006 – 2011)*

<sup>80</sup> The Federal Ministry of Labor and Social Affairs; *FDRE Country Response to the Questionnaire on Violence Against Children* ; Submitted to: The UN Secretary General's Independent Expert on the Study on Violence Against Children, (May 2005)

<sup>81</sup>Ghetenet Metiku, *Child Right Monitoring framework under Ethiopian law (1<sup>st</sup> Draft)*, (2010).

ANNPEAN	<ul style="list-style-type: none"> <li>➤ awareness raising</li> <li>➤ Advocacy</li> <li>➤ Promoting and supporting child right clubs in schools.</li> <li>➤ Counseling: a psycho-social, medical and legal support for abused and exploited children.</li> </ul>	
Save the children	<ul style="list-style-type: none"> <li>➤ promotes children's rights,</li> <li>➤ provides relief and helps support for children</li> </ul>	
ACPF	<ul style="list-style-type: none"> <li>➤ advocacy, and policy dialogue,</li> <li>➤ institution building and research on child right issues</li> </ul>	

*Source:* Adapted from the 2005 country reports of the Federal Democratic Republic of Ethiopia: *the Questionnaire on Violence against Children*

Despite the CSOs has made some efforts in creating awareness, providing financial and physiological supports to the vulnerable children, stile much remains to be done and to put the intended programs fully into ground.

## Chapter Three: Normative Framework

### 3. The National and International Legal Documents on Child Labour and Education

#### 3.1. Introduction

Now a day, there are numbers of international, regional and national legal documents/ conventions established against child labour. Among others, to mention the most hands-on and influential international legal documents are (ILO) Convention No. 138 (1973): stipulating the minimum employment ages for children, the ILO Convention No. 182 (1999) providing for the elimination of worst forms of child labour, the United Nations (UN) Convention on the Rights of the Child (1989): proclaiming the fundamental rights of children and ACRWC (1990): which articulated based on the unique values and cultures of African child. All of which include the rights of children not to participate on works that deteriorates their physical and mental development and the right to have access to primary education.

All of these exert their maximum effort to curb incident of child labour all over the globe, nevertheless the phenomena of child labour is still to be continuing the threat and burning issue of the world, especially for developing countries.

#### 3.2. Is child labour a human right issue?

Yes it is! In the first place, child labour is actually a violation of children's human rights. Since childhood is “a period of school learning, of recreation/ playing, of physical, mental and social development”, it obstructs children’s freedom from doing such childhood activities<sup>82</sup>. In the words of Admassie Assefa, “Child labourers are deprived of freedom, childhood, education, fun and play, and natural development<sup>83</sup>”. Burns H. Weston and Mark B. Tee rink also describe child labour as a “human rights problem<sup>84</sup>” because it deteriorates the physical, mental psychological and educational performance of a child. Any works that practiced beyond the capacity of children- before they can mature physically, mentally, or emotionally is indisputable to have ongoing and latent effects on their future life.

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<sup>82</sup> Admassie, Assefa, *The Incidence of Child Labour in Africa with Empirical Evidence from Rural Ethiopia*, ZEF discussion papers on development policy no 32, (Bonn: Centre for Development Research2000)

<sup>83</sup> Ibid

<sup>84</sup> Burns H. Weston and Mark B. Teerink, *Child Labor through a Human Rights Glass Brightly*: working paper no. 35. (2005) ,p1

Though it is difficult to get the exact statistical data about working children, various studies revolved that from 300 million to 250 million children aged between 5 and 14 are working worldwide. It was to protect the rights of such children that the United Nations in 1989 adopted a historic agreement: the Convention on the Rights of the Child (CRC). In fact before 1989 (the adoption of UN-CRC, the United Nation Convention on the Rights of Child), the problem of child labour had not got a special attention and focus as one of the social problem that to be addressed as a human right problem<sup>85</sup>. It is afterwards 1989, particularly the 1999 ILO Convention (No. 182) Elimination of the Worst Forms of Child Labour (ILO C182); it has become the issue of human right and a critical issue in the international arena. This article claims that “even today a human rights understanding of child labor is not widespread” and seeks a special focus in terms of practical action to eradicate the actual problem beyond promulgations of legal documents. As a result, the international community has been established different conventions and treaties and work towards protecting child rights and against child labour worldwide. Various international, regional and national documents recognized the rights of a child.

### **3.3. International legal documents**

#### **3.3.1. United Nations Convention on Rights of Child**

The UN-CRC well articulates the human rights of children in a manner to be fully respected, protected, and promoted and to exercise the rights of every child over all member states of the convention. In doing so it provides the most comprehensive and proactive framework for all state parties to protect these rights and endeavor to promote the best interests of child children with in their respective geographical and power jurisdiction. Accordingly, the UN-CRC, under its preamble, states that children should brought up in the sprite of peace, dignity, tolerance, equality, solidarity, and thus, they need a special care and protection since they are vulnerable for exploitation, abuse and for injury.

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<sup>85</sup> Burns H. Weston and Mark B. Teerink, *Child Labor through a Human Rights Glass Brightly*: working paper no. 35.(2005), p2

#### **A. The Four General Principles of CRC (articles 2, 3, 6 and 12)**

- 1. Non-discrimination (article 2):** this article states that children must not be discriminated, neglected and alienated on the bases of their and/or their family's ethnicity, economy, race, political ideology, color, sex, language, opinion or based on other identities. Thus,
- 2. Best Interest of the Child (article 3):** This article clearly articulates the duty of all state parties to give priority for the best interest of children and the rights of children to have such rights as follow: "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration".
- 3. The Right to Life, Survival and Development (art. 6):** Under this article, the UN-CRC also imposes obligations against all state parties to enable and ensure children to live in a safe manner, and develop in a way that promotes their physical and mental developments to the extent the states' resource allow doing so.
- 4. Respect for the Views of the Child (article 12):** Article 12 of the UN-CRC recognizes the rights of children to be heard everywhere in all matters that either directly or indirectly jeopardizes the wellbeing and development of children. Particularly sub article 2 of this article announces the rights of children to be heard as follow: "the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law".

#### **B. The right to protected from Child labour and to have access to primary education (article-32 (1), and art 28 (1)respectively)**

Article 32 of the UN-CRC colorfully recognizes the rights of children to be protected work that abuse their health, development dignity and hamper their education. It also imposes obligation to all the state parties to implement the charter through all means that ensures the wellbeing and promote the best interests of the child. More importantly, it dictates state parties to develop their own national minimum age for admission to and condition of employment for young workers. .

Farther more, Article 28 of the UN-CRC spell out the rights of the child to have equal access to primary education regardless of where they live (rural/ or urban), what they worship, what their color is (white or black), what their sex is and what other identity they concern/belong in. This

article also commands the state parties to take measures to encourage regular attendance at schools and the reduction of drop-out rates.

### 3.3.2. ILO: Basic Minimum age Convention, 1973 (No. 138).

To address the problem of child labour and consolidating its ten former conventions applying to all sectors-where children can participate, the ILO establishes the minimum age convention No.138. This convention specifies the age where children began to participate in work activities both in formal and informal sectors. C138 imposes an obligation against all member states to promulgate their respective national minimum age of work. Member states are required to set minimum age of work not less than the completion of primary school (i.e., 15 years). Ethiopia is one of the member states to the ILO’s C138 to bind by its principles. Once Ethiopia has ratified the convention, it has an obligation to adopt and formulate its own national minimum age of admission for employment/work confined with the convention to facilitate its practical implementation. Accordingly it establishes 14 as a minimum age of employment under its labour proclamation No, 377/2003; specifically under article 80 sub-article 2. The C138 sets the minimum ages of admission to work by classifying the age based on the weights and types of works to be done as follow:

*Table 3: ILO’s Minimum age of admission for work*

Types of work	Minimum ages at which a child can start to work	Exceptions for LDCs
Light work	13-15	12-14
Hazardous Work	18 (16 under strict conditions and For vocational training centers)	18 (under strict conditions and For vocational training centers)

### **3.4. Regionally instrument: African Charter on the rights and wellbeing of the Child**

Child labour has a long time history in Africa to deteriorate their rights and to suffer children from chronic deprivation of childhood (loss of playing, recreation..... fun) and education. It has continued to be a major challenge for its educated human resource accumulation due to its poverty. Taking into account the *peculiar feature*<sup>86</sup> (traditions/norms and civilization) of the continent and the need to formulate independent charter to promote and protect child right, the OAU General Assembly adopted the African Charter on the Rights and Welfare of the Child on July 1990 (entered into force 29 November 1999).The African Children's Charter offers a platform for addressing the human rights issues (including child labour) of African children. African Children's Committee has taking the responsibility to receive the reports of each member states on the protection, and promotion to check the implementation of the rights enshrined in the Charter.

More importantly article 5(2) of the African children's charter recognizes the human rights of the children as follow; "States parties to the present Charter shall ensure, to the maximum extent possible, the survival, protection and development of the child". It also underpins the rights of the children not to participate in works that jeopardize the physical and mental development as well as educational performances of the children. Particularly the first paragraph of article 15 states that "Every child shall be protected from all forms of economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's physical, mental, spiritual, moral, or social development". Furthermore, beyond approving the rights of children to have an access to education, it imposes an obligation against the member states to offer free primary education for all school aged children.

### **3.5. Legal and Policy Responses to Child Labour and Education in Ethiopia**

Ethiopia was ratifying the major international and regional conventions to protect and promote the rights of children and to fight against child labour. Accordingly, she has ratified the CRC in 1999, the ILO minimum age convention<sup>138</sup> in 1999, the ILO C182 in 2003, and in 2000. She has

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<sup>86</sup> The rationale behind the need to formulate a separate charter on the rights child in addition to the CRC was that 1) during the adoption of the CRC, Africans were under-represented, 2) there was a need by Africans to address that are peculiar to Africa( norms, traditions and attitudes and socio economic conditions that are exclusive to the African community) and not included under CRC

also approved the African Charter on the Rights & Welfare of the Child to ensure the rights and privileges of children. Throughout these conventions children have unreserved and restricted rights not to participate on works that are dangerous for their mental and physical well beings, neglected, discriminated.....and to have an access to primary education. Among others, one of the most important rights of children is the right to be preserved from abuse, and work before they are matured to be include in the minimum ages settled by the ILO's C138 as the minimum employment age and they also have the right to equal access to primary education regardless of whatever identity they possess. Education is not only important for the children, but also it is crucial for the future human resource accumulation and development of the country at large. Therefore, the right to education is the fundamental right of children and decisive determinant factors of the future developments of any country.

Because, government has a duty to respect, protect, promote and fulfill for the realization of human rights of its citizens. Accordingly, among others, Ethiopian government has work to protect the child from child labour and to offer primary education for all children as it is their human rights.

The constitution of the Federal Democratic Republic of Ethiopia is established with the aim of respecting, respecting, promoting and fulfilling the fundamental human rights of its people. Accordingly, 1/3 of the constitution deals with the human and democratic rights of the people. The 1994 constitutions of Ethiopia acknowledge the vulnerable nature of the child to seek special assistance, protection and the need to promote the value of the child as a citizen. Specifically articles 36 sub-article one of (a, c & d respectively) states that:

*“Every child has the right: (a) To life., (c) To know, and be cared for, by his or her parents or legal guardians., (d) Not to be subject to exploitative labor practices, neither to be required nor permitted to perform work which is hazardous or harmful to his or her education, health or well-being”.*

The ILO establishes a minimum working/employment age for children under its convention 138, 1973. In line with this convention, Ethiopian stipulates a minimum age of children for work as it to be 14 years in obligatory circumstances. The Ethiopian Government Labour Proclamation No. 377/2003 provides a number of basic protections for working children. It prohibits children not

to work before their age reaches the minimum working ages (i.e., the age of 14). Child workers are prohibited from working more than 7 hours per day, between 10 p.m. and 6 a.m., during weekly rest days, and on public holidays<sup>87</sup>. As she is a state party to the ILO C182, Ethiopia also developed a National Plan of Action for the Elimination of the Worst Form of Child Labour 2010 -2014, but it does not has budgets, detailed action plans, or targets related to the worst forms of child labor<sup>88</sup>.

However, the Labor Proclamation did not covers working in the informal sectors, for instance, those child labourers who are working in agriculture, and of their family, which it may affects the physical and educational developments of children. “Due to limited institutional capacity and scarcity of the required trained manpower; the enforcement of the labour proclamation is weak even in the formal sector<sup>89</sup>”.

Since she has ratified different conventions on child right, the Ethiopia government has exerted likely efforts in the implementation of the convention. These efforts included the harmonization of national laws with the articles of the convention and enactment of policies through the establishment of Child Right Committees<sup>90</sup>.

Despite Ethiopia does not still have independent comprehensive child labour policy to combat it, the issue of child labour tried to acknowledged and addressed via various law, proclamations and national plan actions as their one of important element. The issue of child labour has been either implicitly or explicitly discussed under the criminal law (art 596,597 and 651) “Development and Social Welfare Policy, the Education and Training Policy, the National Plan of Action for Children; the National Plan of Action on Sexual Abuse and Exploitation of Children the (Draft) National Action Plan on the Elimination of the Worst Forms of Child Labor in Ethiopia, the

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<sup>87</sup> See *Article 89 (1&2), art 90 and art 91* of the FDRE Labour Proclamation No, 377/2003

<sup>88</sup>See the United States Department of Labor's bureau of International Labor Affairs: country profiles, \_\_\_\_\_ (2009)

<sup>89</sup> Government of Ethiopia: Report on Progress in Implementing the World Fit for Children Plan of Action in Ethiopia, (2007), p53

<sup>90</sup> Kibrom Berhe Girmay “Life In the Streets of Adama: The Situation of Street Children in a Fast Growing Ethiopian Town” MA thesis, Addis Ababa University 2008, p31

Education Sector Development Program III, Decent Work Country Program, and the United Nations Development Assistance Framework”<sup>91</sup>.

*The National Plan of Action for Children document was not adequately disseminated among authorities responsible for its implementation. No additional information was available on these policies, including whether or not they were being implemented effectively*<sup>92</sup>.

In conclusion, some reports claimed that, while the Government participates in numerous initiatives and implements several of its own programs to combat the worst forms of child labor, areas where the majority of children work, such as agriculture and domestic service have not been targeted

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<sup>91</sup>Ghetnet Metiku Wolde Giorgis, Study on Child Labor in Ethiopia: *an Assessment of the National Policy and Legislative Response to Child Labor in Ethiopia*, (2010), p54

<sup>92</sup> Ibid

## CHAPTER FOUR: FINDING, DISCUSSION AND ANALYSIS

### Part I: Socio-Economic and Demographic Features of the Studying Areas

#### 4.1. Description of the Study Areas

The study is located at Hidar 11 (the former kebele11), and Gishabay (the former kebele 12) kebeles. Bahir Dar is located in the North Western part of Ethiopia 565 kilometers away from the capital city; Addis Ababa. Astronomically, the study area is located at 11°29' – 11°41' N latitude and 37°16' – 37°27'E longitude<sup>93</sup>. The city of Bahir Dar is known by its fabulous tourism cities including the historical monasteries of Lake Tana and the fail of Blue Nile. The average elevation of the town is amount to 1795 m.a.s.l. According to the recently revised master plan, the town covers an area of about 16000 hectares<sup>94</sup>. It is the capital city of Amhara regional state- which is currently one of the fast growing and beautiful cities of Ethiopia. The total population of Bahr Dar town is estimated to be 128,000 (51.3% are male while 48.7% are female) and the town covers a total area of 28 square kilometers<sup>95</sup>.

The city of Bahir Dar has made re-organization and merging of kebeles to decrease their number from 17 to 9 and these 9 divisions were given names rather than calling in number as before<sup>96</sup>. Each kebele estimated to have 10, 000 to 25, 000 inhabitants. While many of the municipality officials have been moved to the Kebeles, the responsibilities of Kebeles have increased and each Kebele also has six politically assigned officials such as the microenterprise, public organization and female officer<sup>97</sup>.

There were 17 Kebeles in Bahir Dar town. Among these, two Kebeles (11 &12) were selected as areas where the problem of child labour is widespread. Unfortunately, in the newly made restructuring of 17 kebeles into nine emerging kebeles, kebele twelve and eleven were included into Gishabay and Hidar 11 kebeles respectively as one constituent.

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<sup>93</sup> Abel Markos, Web GIS for Tourism Development of Bahir Dar town and Its Surroundings, Ethiopia(2012),p22

<sup>94</sup> Ibid

<sup>95</sup> Ibid

<sup>96</sup> Interview with Gishabay kebele office of WCYA&SLA ( key informant, representative of WCYA & SLA)

<sup>97</sup> Bahir Dar SAWE: The description of city districts (Kebeles) selected for the project, (2009).

#### **4.2. Socio-Economic and Demographic Features of the Studying Areas**

The Gishabay Kebele is formed from the unification of the previous 1, 2 and 12 Kebeles to constitute an estimated population of 20,000 inhabitants. It is located at the center of the town where the bus station is found. The area is one of the place where many children are participating in different forms of labour activities such as shoe shine, shopping different commodities, packed and unpacked foods and vending sugarcane, roasted lewuz, kollo, cheffe (the leaves of papyrus) and other traditional foods for their customers and providing service around the street (including boiled coffee, and showing bed rooms for the passenger and carrying their bags to mention the common one. Hidar 11 kebele is a place where the hero castle of Amhara Regional state is found. Despite, it consists of this historical hero castle; the kebele did not well develop. Most of the houses are constructed by mud and they are too old. The house rant fee is fair for low income individuals. As a result of this, low income individuals prefer to reside there. It is suitable for daily workers to employ in the ongoing inside cobble stone road and building construction. Children labourers also participate in provision of materials for the adult constructors. There are also urban household and recreation center garden places to cultivate and grow vegetables, trees and flowers for the beauty of the kebele. The researcher had observed children when they cultivating and watering vegetable at Dera cultivation station. There is also a small daily market where many children are engaging in carrying different goods and loads.

#### **4.3. Characteristics of the Informants**

Though the researcher had included 7 to 14 years old children for interview, the finding of the study shows that the most vibrant age group of child labour are ranging from 9-14. As gender matters in Ethiopia for the types of activity or labour work, girls have more chance to be domestic worker whereas boys are mainly participating in non-home or outdoor labour work activities. The largest number was occupied by boy interviewees. According to the response of in-depth informants, most of child labourers were immigrated from rural parts of the region and adjacent of the town. Accordingly, five of informants were native to the city of Bahir Dar, and the remaining 18 were immigrated away from the city. These immigrants leave their original residence in search of work. They arrived to the city without any information about the complex nature of the urban social interaction and without having any receiver person to adopt them with the city. Since most of children were immigrated into the city from different parts of rural areas,

they have a great chance to easily expose for different forms of child labour and various abusive activities.

From the total child participants, only four students are currently at school, eight students were dropping out from school, and the rest of the child labourers were not registering at all to school. In dealing with the relationship between places of origin with educational status of respondents, there is a strong relationship between where the child came from and their educational status. Most of respondents coming from rural parts of the region did not registered to school at all and some of them were dropping out. On the contrary, all of informants whose original place is in Bahir Dar town are attending school and tried to balance their school with their works. This indicates that child labour and low attendance/ drop out are higher in rural parts of the region than the city.

#### **4.4. The Knowledge of Children about Their Human Rights**

When children asked at the session of FGDs to tell about the rights they acquired by the virtue of human being to enjoy, and how many of these rights they enjoy or lose to enjoy, most of them were not well aware of about their human rights. Rather they focused on the traditionally assigned responsibilities of children. During the interview, children were also reported that participating in economic activities is our duty to support our self and our family. Though, children are aware of about their right to life, they did not conceived education, developing with family, protecting from work before the age of 12 years, etc. as their human rights. On the other hand, they expressed the challenges that they confronted on their day-to-day labour activities.

Ethiopia has admitted all international and regional conventions that she ratified as one part and parcel of the constitution. Article 9 of the FDRE constitution declares that all international agreements ratified by Ethiopia are an integral part of the laws of the country. Article 11 of the ACRWC stated that the national government should have responsibility in educating children to foster awareness about their human rights and fundamental freedoms. Accordingly, the Ethiopian government has also an obligation to raise the awareness of children about their rights and to fight against the violation of these rights. However, the FGDs, and the interviews conducted with key and in-depth informants shows that children have low awareness about their rights. One of the key informants stated that:

*We government administrative bodies, experts, educated staffs, the community and individuals must stand on the sides of children in any matter that affects their rights and wellbeing. Accordingly, we expected more to learn children about their human rights and the way how to they struggle for their rights in times of violation. In, fact there are quite good initiatives made by the government in combating child labour, yet much more is remained to be done by both the regional government and NGOs bodies compared with the seriousness of the issue of child labour<sup>98</sup>.*

Hence, the government bodies, NGOs, the society and individuals should work in the protection and promotion of child rights through awareness creation for the children themselves and for the whole society.

## **Part II: Findings, Discussions and Analysis**

### **4.5. Understanding and Inward Looking of Child Labour**

Child labour is work that deprives children's dignity, childhood, and work that potentially jeopardizes their developments and interferes with their educational attendance and performance<sup>99</sup>. Yet various scholarly papers, articles, organizations, and various countries' national legal documents defined and conceptualize child labour; somehow, in different manner based on the purpose and context they utilize it, and the norm, culture and values where they flourished.

#### **4.5.1. Child Labour: From the Working Children's Perspective**

The results of this study also shows that the understanding level of children to 'child labour' is a little bit vary from informant to informant. As evidence, let me make available the understandings of 11 and 12 years old children as follow respectively:

*Child labor is work that performed by the children such as housekeeping, cleaning the dung of cattle, watching a kid, keeping cattle, cutting grasses and feeding cattle, and fetching water, because these works are the exclusive activities of children. If I fail to do these activities, my father and steep mother did not*

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<sup>98</sup>See the UN-CRC, ILO's C 138&182 and ACRWC

<sup>99</sup> Ibid

*allowed me to eat food. All these activities were my regular work before I came to Bahir Dar<sup>100</sup>.*

The other child also provided his conceptions of child labour as follow:

*Child labour is any work which is performed by children to assist family, but it should not beyond their capacity to do it. It is my duty to help my family after school either in home activities or in vending vegetables to assist my mother to contribute my share in generating income for my consumption and school<sup>101</sup>.*

While a child grown from urban area has relatively better understanding about his traditional responsibility to assist his family to the extent of his ability and capacity after school time, children who came out of rural areas has high experience of child labour and low awareness about his rights. This shows that child labour especially in rural parts of Ethiopia still considered as normal and the children themselves also accepted such labour works as their usual duty.

#### **4.5.2. The Sympathetic of Government Officials**

Both international (UN-CRC) and the regional (ACRWC) conventions made for the promotion and protection of the rights of a child imposes a legal duty to the state parties to take concern on all matters concerning to children without taking into account their families or legal guardians identity; whether they are black or white, urban or rural dweller, poor or rich, believer or non-believer, male or female, or other identity and status. Despite principally all of these are correct and essential to put into practice for the well-beings of the child, practically it is too difficult to translate into ground due to socio-economic impeding factors. Let me offer, the conceptions of the two key informants about child labour in the following manner:

*Child labour is one of difficult terms to define. This is because of its complexity, and hiddenness in nature. However, for me, child labour is any activities that*

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<sup>100</sup> In-depth Interview with children (informant 4, child labourer)February 2014

<sup>101</sup>In-depth Interview with children(informant1, child labourer)February 2014

*performed by children before they are matured to work<sup>102</sup>. It is work that deprives their childhood, freedom to play, recreate, learn, and make them too tired<sup>103</sup>.*

In one or another case, the understanding of and attention given to child labour is also vary from state party to state parties. Even among elite personnel/officials there is a variation in internalizing child labour as grave social problem. The interview made with the Bahir Dar city administrative of WCYAs confirmed with the above argument.

*To answer the question whether all educated persons are well understand and internalized child labour as a serious social problem, to me, it is quite difficult to say all educated personnel well understand it and pay a due emphasis for the problem. It is very difficult to get the exact numerical figure of children engaged in labour due to the hidden nature of the problem combined with lack of scientific researchers conducted on the issue of child labour. Even it has been paid well attention since 1997 when the criminal code was revised and the labour proclamation is formulated in 2003. In terms of implementing the established labour proclamation and working on awareness creation, still we expected to do more. In fact, in our sector, there is a trial in creating awareness about child labour for the members of our institution, yet it is not enough as compared to the seriousness of the problem<sup>104</sup>.*

The educated adults have a better understanding towards child labour, but most of the time what we know about the issue of child labour and what we actually done in mitigating the problem is extremely antagonistic. One of the key informants argued that “Most of the time, even we well educated persons are seen to employ children as domestic workers with small fee, yet making them to do heavy labour works for a long hours. This is because; most of us, including me, by nature seek to have an access of quality services with low cost without considering the pain and

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<sup>102</sup> Interview with Bahir Dar city bureau of women, child and youth affairs (key informant, male senior official) February 2014

<sup>103</sup> Interview with office of Gishbay kebele women, child and youth affairs (key informant, female Representative for senior officials of WCYA office administrator) February 2014

<sup>104</sup> Interview with Bahir Dar city administration office of WCYA (key informant, Senior official of WCYA Office administration) February 2014

harm we apply against child labourers<sup>105</sup>. Such selfish thinking and behaviors are the result of ill socio-cultural values of the society and unequal social system-which needs fundamental change in attitude, value, and the existing ill socio-cultural systems. Thus, the mere economic growth and poverty alleviation could not be a solution in the process of eliminating child labour. There for, as the advocators of social responsibility theory suggested, the best therapy to cure child labour is eliminating these social inequality and social exclusion and promoting social inclusion of those marginalized section of the society either due to lose of family by death, divorce, poverty, race, ethnicity or by other factors .

Such wrong perceptions and evil cost benefit analysis of the society clearly shows the deprivation of humanity and the erosion of our culture to give concern for the wellbeing of others. Thus, understanding the badness of an action and the commitment or good will to fight against that evil action are two different things. Therefore, we peoples closer to the problem of child labour must be the primary agents to positively react against the elimination of child labour in the country. Addition to the effort made by the government to empower children through education, changing the old fashion cultures and values through educating the society about its short and long term consequences on the future life of the child and the human capital of the country is mandatory to curb the problem of child labour.

#### **4.6. Common Types of Child Labour**

Though there was lack of scientific numerical and qualitative data about child labourers in the studying areas, large numbers of children work as domestic worker (mainly girls), daily worker, shoe shine, vending commodities around the street, hawking kollo, and portaging loads. The following activities are the most common types of labour works in which most of the informants were expressed to engage in:

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<sup>105</sup> Ibid

Table 4: Common Types of Child Labour Works in the Studying Kebeles

No,	Types of labour works	Sex
1	Portage /carrying of loads	Boys
2	Hawking lewuz & kollo	Girls
3	Selling boiled coffee	Girls
4	Vending commodities, cleaning materials ( <i>mewolwoya</i> )	Boys
5	Shoe shine	Boys
6	Domestic worker	Girls
7	Showing bed rooms for the passengers	Boys
8	Rotating and vending lottery	Boys

Source: FGDs & interviews made with child labourers, Feb 20014

Male children are often engage in carrying loads, shoe shine, showing bed rooms for the passengers, horticulture, etc. whereas female children are worked as domestic servants, awaking roasted kollo & lewuz, boiled coffee, fruits etc. Often time, when girls working as domestic servant disagree with their employer, they run away without receiving their wage<sup>106</sup>. In order to gain a more complete understanding of what is actually occurring in both kebeles, the researcher made critical observations and he was observing many children routinely participate in different economic activities (predominantly selling lottery, roused grains, and sugarcane, as daily worker, selling different materials and fruits and vegetables for their family and working on horticulture area: watering roots of and cutting the leaves of Chat), but with a low salary /birr 05-20/ day.

<sup>106</sup> \_\_\_\_\_(2005) Forum On Street Children- Ethiopia (FSCE): Baseline Study Sexual Abuse And Exploitation Of Children In Bahir Dar Town; Addis Ababa.p.4

#### **4.7. Factors of child labour**

The children informants were reported that they are engaged in child labour because of household poverty, death of one or both of family, disagreement with steep-father/mother, in search of education (when their families forced to dropout school), peer pressure, low parental value for education related with low educational quality and faraway from marriage (when they failed at grade 10, especially for girls)<sup>107</sup>.

##### **4.7.1. Scio-cultural related Factor**

As we have discussed in the literature part, the human capital perspective considers child labour as one aspect of child maintenance and nurturing or socialization process for their future successful life. The result of this study also confined with and strengthens the argument of this theory. Most of in-depth and key informants argued that beyond the force of poverty; culturally children are expected to execute some activities that are considered as the exclusive activities of them. For instance, looking for cattle, fetching water, cleaning house, etc. are performed by boys and they expected to get training in agricultural and other fieldworks such as how to plough, harvest, and crash crops to mention few . Whereas girls are likely to get experience in home activities like how to make enjera, cook wote and coffee, prepare tela, and participate in fetching water, collecting faire wood, washing cloth and the like. The ability and execution of the children in the above activity did not considered as the socialization process, but also it is the expression of well-disciplined children. Since the researcher came from such society and passed across these activities, the attitude of the society has contribute its share for the prevalence of child labour in the country. Indeed, some of such activity that expected by the society to be done by the children does not mean always to have a negative impact on the child. Child labour side to have negative impact if it threatens the physical and psychological development and hampers the educational performance of children. Thus, as far as the work does not deteriorate their physical and mental development and interferes with their education, it may have positive values to cup up with their future adult-hood life challenges they may face.

Yet, some Parents often time have low value to education and to send their children school to learn for 10 or above years. This is thought as wastage of valuable time that can used for other

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<sup>107</sup> FDG with child labourers and interviews made with officials and experts, February 2014

business activities that may change the life of the child and the family with less times than wasting for education and searching of job. The 14 years old girl reported that:

*My families are farmers and they did not support the education of girls because they believed that ' girl is not fruitful in education' so that she must married and institutes marriage to be successful in her life. Accordingly, my family had married me when I was 10 years. Yet, I was continuing my school till the age of 12. Thereafter, my family ordered me to stop my education. As a result of these I had run away my home and marched to my relative who lives in Bahir Dar city. Now am living with her neighbor as a domestic worker for the past two years. At this moment you are getting me when am waiting a child to take him from school<sup>108</sup>.*

As one can understand from the above paragraph so far, often time families are calculating the short term benefits that gained through employing children in various economic activities in the expense of education. Some families, especially, in the rural side of the country had also determined to drop out children from school in seeking of reputation and looking for the fruits of or the kid of their daughter or son. In fact, some families are making their children to participate in economic activities at their teen age not only due to lack of awareness rather it is also due to the force of household poverty. The story of cleaning materials vender child has presented for evidence as follow:

*I lost both of my families when I was six years old. As a result of this, I was starting to live with my ankle for the past three years. Before and after school I always work in agricultural activities; looking for cattle, cleaning the dung of cattle, fetching water, plowing land, and cutting grass for the cattle. Beyond this, the wife of my ankle suffers me in denying food, insulting, forcing to withdraw from school. As I understand not to complete my education in this situation, I immediately decided to leave here house and to lead my life independently as daily labourer. Now am vending cleaning materials here for the past two years<sup>109</sup>.*

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<sup>108</sup> Interview with children (in-depth interview informant 6, female) February 2014

<sup>109</sup> Interview with children (in-depth interview informant 7, male) February 2014

Loss of family/s by death is also one of the triggering factors for the prevalence of child labour. Near to half of the informants were maintained the death of their family as major factor for their drop out from school and child labour.

#### **4.7.2. Economic related Factor**

As pointed out in different academic researches and literatures, one of the powerful determinants factors of child labour is poverty. If parents unable to generate adequate income to support the life of their family, they obligated to send their children into work places, rather than sending to school. Even though they are aware of the impacts of child labour and the significance of education for the child's future life, they obligated to make a choice from the two evil alternatives to select one i.e., allowing children to generate extra money through labour work or suffering from starvation. Sometimes, there are cases where the children themselves decide to engage in economic activities to escape from deprivation of basic needs including food. As Bahir Dar city administration of women, child and youth affairs disclosed, unless the government creates conducive condition to emancipate from extreme poverty and enable very poor sections of the society to afford basic needs, it is inevitable that the parents allowed their child to engage in economic activities to sustain the families' life. The following interview made with child labourers proofs and strengthens the above statements.

*My mother grew up me and two of my sisters through begging in the street and around churches. When I grew up my mother ordered me to support her at least in vending chewing gum, candy, soft paper, and portaging loads<sup>110</sup>.*

In the same manner the other child also stated that:

*My father was working as wosader and my mother is retailing vegetables in the pit market which is located near to the hero castle of Bahir Dar. After school, while my mother got home for executing other home activities, I replaced her for vending vegetables. If my mother gets sick I also absent from school to cover her activities<sup>111</sup>.*

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<sup>110</sup> Interview with children (in-depth interview informant 13, male) February 2014

<sup>111</sup> In-depth interview with child labourers (informant1), February 2014

The above two cases shows that poverty is the major cause for both child labour and dropout from school. Due to household poverty, children are in need of money for personal consumptions, cloth, housing and educational expenditure. Often time, if their family's income fails to support the survival of the household, children are opting and deciding to work out side as a daily labourer to generate income for survive.

Based on the results of FGDs, household poverty, distorted views of the family about lack of job after finalizing school, disagreement with steep father/mother combined with poverty are the major causes forcing them to work.

#### **4.6.3. Peer pressures and the False Pretext of Brokers**

The interview made with senior official also indicates that some children are initiating to engage in child labour due to the pressures of and pretext injected by their fellow partners.

*In addition to house hold poverty and loss of family, peer pressures accounts a significant share for the prevalence of child labour (particularly for girls' domestic child labour) and thereby by to contribute for no school enrolment and dropouts. Early marriage is still to be continuing one important factor for the immigration of girls into the city. We practically work on reunification of such girls with their family<sup>112</sup>. Internal Child trafficking made by illicit broker is also one of the aggravating factors for the persistence of child labour in the city of Bahir Dar. Addition to peer pressure, brokers play a viable role in convincing children using their red herring fallacious information as to they enjoy good life in the city<sup>113</sup>.*

As the key informant stated, mainly female door to door brokers play a pivotal role to serve as a key determinant agent to aggravate the incident of child labour. Some women implicitly participate in bring in children from rural sides of the city to make them domestic worker, and to receive remuneration in return for what they work.

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<sup>112</sup> Interview with office of Gishabay kebele women, child and youth affairs (Representative for Senior officials of WCYA office administrator) February 2014

<sup>113</sup> Interview with Bahir Dar city bureau of women, child and youth affairs (key informant, male senior official) February 2014

#### **4.7.4. Lack of Effective Implementing Mechanisms of the Criminal Laws, and the inability of labour proclamation to include child labourers who work in the informal sectors**

There is no separated and independent institution that inspects, regulate and take empirical action to fight against child labour. Most importantly, even child labour is pervasive in the country “the existing legal provisions about child rights are far from implementation”.<sup>114</sup>

As one of the informant discloses that the efforts made to prosecute and corrective measures taken by judiciary body against child trafficker is not equivalent to the evil action of child trafficking and its long term effects on the life and the human rights of children. Child trafficking and child labour has a direct relationship because the end product of child trafficking is child labour<sup>115</sup>. There is also great gap between the existing labour proclamation and its actual implementations. Despite the country established labour proclamation and discussed it within other related laws, there is lack of effective follow-ups mechanisms for its effective implementation. In fact, the incompatibility of the principles with their actual implementation is not the exclusive problem of the studying areas; rather it is the problem of most developing countries.

In conclusion, as discussed so far child labour is not the result of single factor, but it is the cumulative effects of economic, socio-cultural (disagreement between families/divorce, loose of one/both families, children disagreement with their steep father/mother, lack of awareness) and political/legal criminalizing gaps (to give proportional and educative corrective measures for their evil deed against illicit persons working on ‘innocent children’).

### **4.8. Working and living conditions of child labourer**

#### **4.8.1. Working and living conditions**

As so far discussed in different parts of international legal conventions and treaties, in principle the government is a primary responsibility taker or bound to protect the rights and upgrade the life condition of the children when their families’ or legal guardians fail to do so due to social, economic or other impediments. Article 20 (2) of the ACRWC vividly asserts the responsibility of the state to take of the primary responsibility giving care for the children as follow:

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<sup>114</sup>Tseganesh Wubale, (2011). Determinants of Child Labour and Schooling in Rural Households of Ethiopia

<sup>115</sup> Interview with Bahir Dar city bureau of women, child and youth affairs (key informant, male senior official) February 2014

*States parties to the present Charter shall in accordance with their means and national conditions take all appropriate measures; (a) to assist parents and other persons responsible for the child and in case of need provide material assistance and support programmes particularly with regard to nutrition, health, education, clothing and housing; (b) to assist parents and others responsible for the child in the performance of child-rearing and ensure the development of institutions responsible for providing care of children; and (c) to ensure that the children of working parents are provided with care services and facilities.*

Article 25 of the ACRWC has also imposed a legal duty against state parties to give care and assistance for those children obligated to live alone either permanently or temporarily. However, in the studying areas it is common to see children who deserve the support of the government and the community. One of child labourer pointed out about his close friend as follow:

*I have a 13 years old best friend whose name is Abebe Mekuwant. He awakes different commodities on the street after school. Both of us started trading before five years ago. He peddles his wares from place to place along the streets, and fermata areas. Before 2 years ago, he was facing care accident while he hawks his goods along the streets. Fortunately, he had not got permanent physical disability though he was missing his education for one year. He is orphan and lives alone with his 10 years old sister. His sister also engaging in vending cheffe and tooth brush (*ye'terseme fakia*) to assisted her elder brother. Often time, they bought and feed what we call *bulle* because no one would assist them.*

The story of such children really seeks the hands of the government, the community and ended individuals to emanate them from such unpleasant and hostile life situation. However, in the studying areas, during data collection, it was common for the researcher to observe children who are poorly dressing, and physically weakened child labourers. All of these children seek the support of the government bodies, stakeholders and the community. One of the symbols, culture and identity expressions of Ethiopian were cooperation and support each other in the situation of difficulty and alleviating such serious social problems. In spite of this, the researcher has a doubt whether such culture are currently exercising by the society because we start to reflect and to live

westerners life style i.e., individualism. The in-depth interview made with one child labourer reflects the difficulty he confronted in his life.

*Unfortunately, I did not know my father; though I frequently asked my mother about him she had not volunteer and happy to tell me about him. I and my mother have been starting to live in a shanty-house since I had come to this world. She did not have a permanent job that able to change our life. She had work for long years in collecting fire wood and selling it, roasting maize for tella and making injera as daily worker for our neighbors and washing clothes for unmarried government employers. Yet, our living condition is hand to mouth due to the raising living costs including the high cost of house rent (in fact it is shameful to call it as house; it is just shanty house. As a result of this I had decided to support my mother by participating in economic activities that could generate additional income for our survival.*

With the words of anger! He: also stated that:

*I will endeavor to change my mother's long aged sadness into happiness through working day and night diligently, and thus I pray to God to give her long life to see my fruit and to live with happiness for her remaining life years<sup>116</sup>.*

From the above story of the child, one can explicitly comprehend the worst life experience of child labourers and the subsequent evil impacts of child labour on their life situation in general and educational performance in particular.

#### **4.8.2. Amount of Working hours and daily income**

The Ethiopian labour proclamation clearly pointed out the amount of maximum hours in which young labourers stay on work. Article 90 of the labour proclamation declared that “the normal hours of work for young workers shall not exceed seven hours a day”.<sup>117</sup> Despite the labour proclamation fails to set wage standard or amount of salary to child labourer, the amount of money they get per a day is insignificant and fluctuating to range from birr15 to birr 0/day. It did not also cover or governs child labours that are performed by children in the informal sector which is performed without formal contract.

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<sup>116</sup> Interview with children(in-depth interview informant 10)

<sup>117</sup> See also FDRE Labour Proclamation No, 377/2003 for farther information

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*I am fourteen years old. I came from rural parts of the region in search of better life and education. I was run away from my home one year later I lost my mother by death to escape from bad actions made against me by my steep-mother. My father and my steep mother were every day disputing as the result of me. Sometimes he also insulted me when he fights with hear. After I arrived to this city, I am doing all works that generates remuneration to me to support my life and to save for my future education. Despite I have a plan to learn in the future, yet the money I collect as a daily worker (cutting the leaves of chat, and carrying loads) does not even enough for daily consumption. I do works for 12 hours per a day, but I couldn't able save money to realize my dream of learning. As a result of this for the past three years my dream of learning is still illusion<sup>118</sup>.*

As the proponent of labour market perspective argued, in the labour market the weak (children) are easily attacked and exploited by the strong (adults), because in the labor market children have very less bargaining power to the terms of employment, amount of salary and to exercise the rights enshrined in international and national legal documents. Thereby, children are more exposed to labour exploitation and less benefited from their work than adults. The story had presented by one of the members of the FGDs was evident and supported the soundness of the above arguments. He said that:

*It is very difficult to work and compete with adult labourers. Because on one hand, even if the employer prefers us for daily work or to carry goods (for low payment) the adult labourers intimidate and bits us to overtake the work from us. One the other hand, sometimes the employer themselves denied us to be paid salary in response to our service delivered to them.<sup>119</sup>*

Therefore, the exploiters and abusive individuals must be controlled through legislation and its enforcement. Farther, an eleven years old child stated that:

*Following the song of birds, I wake up from my sleep and walk to search any works for my survival. I am working through the day without any rest to collect*

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<sup>118</sup> in-depth interview with child labourers (informant 8) February 2014

<sup>119</sup> FDGs made with child labourers, February, 20014

*money for consumption and floor payment for my sleep at night. If the God helps me I get birr 5-10 birr, if not I re-turn only with birr 1or 2, even some times without any coin at all. In such situation I forced to sleep without food. When I fail to afford floor payment, most of the time, I sleeps with street children. But since I am not adopted the wet weather condition as equal to street children I greatly suffer from gout (ye'kurtematbesheta). When the gout starts to suffer me, I get sick at least for a week/s without any treatment<sup>120</sup>.*

Within the existence of this unambiguous declaration, however, children in the studying areas worked for more than 11 hours a day<sup>121</sup>. The amount of hours they spend on work and the amount of fees they received also did not proportional. Children are engage in labour activities and made to carry heavy loads for a small fee. Though the labour proclamation is fail to limit the amount of fee/ wage for young labour worker to be paid, the number of hours they work, and the amount of force they apply are not proportional. This shows the defects of the executive bodies to implement the legislated proclamations.

#### **4.9. Impacts of Child Labour**

The discussions made with children have revealed that working in early age results physical weakness, health problem, psychological stress and low self-esteem, loneliness, depression and enforcement for different addictions (chewing chat, drinking alcohols, smoking cigarette etc.). The researcher has made also observations on child labourers to understand the real life situations and experiences of the children and to take in-depth lesson from the life they are experiencing. Accordingly, significant numbers of children are suffered from depriving of adequate clothes, food, shelter, and primary education. Their dressing style, feeding situation, unpleasant working environment, and addiction are some of the effects that resulted in child. If children waste long hours on work, it would have a potential impact on their physical, emotional, health and education achievements.

##### **4.9.1. The Physical and Health Impact**

Most of child labourers faced physical and health problems as a result of lack of adequate rest time, carrying of heavy load, shortage of food, lack of adequate shelter and cloths to be protected

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<sup>120</sup> In-depth interview with child labourers(informant3, male) February 2014

<sup>121</sup> FGDS and in-depth interview with child labourers, February 2014

from unpleasant and flexible weather conditions of the city. Almost all of child workers were not well dressing and reading on their face the felling of tiredness and hopelessness. During the time of observation, the researcher have observed poorly dressed, physically weak and sick, starved children around the studying areas. At the session of FGDs the participants disclosed that especially when the rain starts to fall, it caused us for health problem mainly common-cold and cough

#### **4.9.2. Psychological impact**

Child labour has a potential to imposed long and short term impact on the future life of individuals, such as depression, isolation, frustration, low self-esteem, loose of confident, shyness etc. The results of the FGDs and interviews confines with the above impacts of child labour. Especially the response of one informant was potentially touching my heart to feel bad and to give more concern for the issue of child labour in my future research. When he was telling the story, the tires were dropped from his eyes into his face by recalling all happenings and actions committed against hem and his friends as follow:

*When the holidays come, I feel Sad and unhappy because I am not lucky to celebrate the holiday with my families as other children can do. When I see well-dressed children who recreate with their families, I feel hopelessness, isolation and oftentimes I cry alone. Even at such day there is no work to be done. I and my friends celebrate such holidays in search of food from garbage areas that others withdrew it as a waste<sup>122</sup>.*

From the above paragraph, one can understand that how much child labourers feels sad and psychologically affected when they celebrate holidays alone, get sick, deprived basic necessities (food, cloth, shelter, health care, education etc.).

Studies conducted on Child labor and childhood behavioral and mental health problems in Ethiopia disclosed that beyond it depriving of children's childhood and their physical

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<sup>122</sup> In-depth interview with child labourers (informant 11) February 2014

development, child labour put a powerful impact on their social interaction, behavior and cognitive development of children<sup>123</sup>.

More importantly, the story told to the researcher by an expert who was an orphan and victims of child labour in his childhood affirms and verifies the psychological impact of child labour. When the researcher requested him to make an interview with him, he was saying that:

*I am not as such well to express my idea orally; if you volunteer, I prefer to read all interview guide questions in my home at night and write all my ideas on a paper based on the check lists you provide me, because I am very shy and frustrating to express my thought face-to-face with person<sup>124</sup>.*

When the researcher asked him why he loses self-confident to talk face to face with people, he stated that "I lost my families and engaged in child labour at my teen age. I have considered myself as unfortunate and inferior. I think such feeling resulted from deprivation of children to pass-through the normal childhood life/period". Actually, the researcher was clearly observed his shyness and frustration from his face.

During the FGD section, they asserted that we feel hopelessness and sadness when few individuals denied the fruit of our sweat- after we are serving and working for individuals, sometimes, they denied us to be paid what we already agreed in response to the service/ work we delivered to them by providing illogical reasons. From the interview and observation made on this informant, the researcher inferred that child labour has vibrant effects on the behavior and the life style children would experience in their adulthood life.

#### **4.9.3. The Interplay between Child Labour and Education**

Beyond its impact on the physical, behavioral, emotional, psychological development of children; child labour has also adversely effects primary education enrolment and achievement of children. On the long term it is also greatly affects the human resource accumulation of the country at large. In explaining the strong relationships between child labour and primary education; the ILO director-general report argued that it is impossible to eliminate child labour

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<sup>123</sup> \_\_\_\_\_ (2006).Child labor and childhood behavioral and mental health problems in Ethiopia, Ethiop.J.Health Dev. 2006;20(2)

<sup>124</sup> Interview with office of Hidar 11 kebele women, child and youth affairs (an expert) February 2014

without primary education and, conversely, one cannot ensure every child to go school unless one brings an end to child labour<sup>125</sup>. This shows the strong impacts of child labour on the realization of primary education for all. The interview made with daily labour worker approves the above statements as follow:

*Now I am 11 years old daily labour worker. My mother was passing away when I was 7 years old child. For the consecutive four years, I was living with my father, but with multiple responsibilities to participate in chore and labour works. I was looking for cattle, fetching water, cleaning the manure of cattle, washing my stepmother's cloth, and collecting fair woods. On the other hand, I greatly interested to continue my education. However, all these workloads leave me to remain with no times for attending school, and for doing homework. As a result of this, I forced to discontinue my education*

The boy's eyes has jam-packed with tears while he told me his history.

*Above all, my steep-mother bits me daily without solid reasons. As a result of these I greatly entangled with hopelessness, depression and anxiety and finally decided to interrupt from school.<sup>126</sup>*

As well perceived from the above interviews, child labour has a direct relation to put an impact on attendance and academic achievement of children. From the total child participants in the study, only 4 students are currently at school, 8 students were dropping out from school, and the remaining 11 child labourers were not registering at all to school. When we see the educational achievement of the 4 students who are trying to compromise their labour work with their education, the rank they hold in the first semester of this year was 52/56, 29/47, 48/50 and 40/45 students. This clearly shows as child labour is one of the major factors for low educational achievements of children.

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<sup>125</sup> *Accelerating action Against Child Labour: Global Report I (B) under the Follow-Up to the ILO Declaration on Fundamental Principles and Rights at Work, International Labour Conference 99th Session 2010*

<sup>126</sup> In-depth Interview with child labourers (informant 4) February 2014

Most of children participated in the interview and FGDs had worked for 28 to 84 hours or an average of 56 hours per week as child labourers.

Table 5: Percentages of School and Labour Children

No,	Education Status	Frequency	Percentage
1	Currently at school	04	17.39 %
2	Dropped out	08	34.78 %
3	Not enrolled at all	11	47.82 %
<b>Total</b>		<b>23</b>	<b>100 %</b>

*Source: From in-depth interviews and FGDs made with child labourers*

82.6 % of (not enrolled at all plus dropping out children) children work from 01:00 am morning to 1:00 pm night to work 12 hours/day or 84 hours/week and 17.39 % of children who currently combining school with labour work, work from 9:00 pm afternoon to 1:00 pm night to work for 4 hours/day or 28 hours/week. Despite it did not includes child labourers who involved in the informal sectors, the Ethiopian national labour proclamation No377/2003 declared that the “normal hours of young workers shall not exceed 7 hours a day and ban to work in weekly rest days and public holiday. Whereas children of the studying areas has work for much more than the average time issued by the national government including the prohibiting days (weekly rest days and public holiday)

One of the key informant child was told to the researcher that:

*My families are farmers and they have no interest to send me school, rather they made me to engage in agricultural activities. I was leaving my home and come into the city in search of education. But, here I have working throughout the day to support my life and thus I couldn't succeed my dream of education due to wasting all my times in searching of labour work<sup>127</sup>.*

<sup>127</sup> Interview with children (key informant,1) February 2014

The other informants also reported that:

*Currently I am attending my school; however, the poor living conditions of my family forced me to invest my golden time in selling commodities around the street to generate additional money so as to feed myself and to support my family. This makes me to become busy and not doing my home works properly, and not attending my lesson regularly<sup>128</sup>.*

If children invest more time on work, they have little time to go school, to do their homework and to study. Thereby they score low grade which leads to class repetition and withdraw from school. Thus, child labour and education has a strong relationship to affect one another.

The finding of the research shows that while 82.6% of (while 34.78% were dropping out, 47.82 were not at all enrolled) child labourer informants were not currently at school and only 17.39% of children are trying to balance work with their education. Thus, child labour and primary education has a strong relationship to affect one another.

In the existence of child labour and one of its subsequent effects of primary education, it is difficult to attain Ethiopia 100% the goal of primary education for all. As one of the key informants put it in plain words:

*Personally I have a doubt whether Ethiopia appears likely to meet the Millennium Development Goal of universal primary completion by 2015 or not. Indeed the government endeavors a lot to curtail the problem, but unless the speed of the government will be faster than the pace of the problem, it is not easy to attain the MDGs especially the goal of primary education for all<sup>129</sup>.*

She also argued that the reason as to why most child labourers had never been enrolled in school are the inability of families to cover school expense, parental death, disagreement with parent/s, and to less extent lack of parent's awareness about the value of education are to mention some of the leading factors. The interview has made with a child labourer also strengthen the above statement.

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<sup>128</sup> Interview with children (key informant, 7) February 2014

<sup>129</sup> Interview with office of Hidar 11 kebele women, child and youth affairs (an expert) February 2014

*My mother has a great ambition to educate me to escape from the life what she had been experiencing throughout her life as a result of her illiteracy. Accordingly, I had joint to school when I was seven years old child. However, the remuneration she receive as a daily worker and vending fire wood at her old age did not significant to cover our consumption and school expenditures. When I sense and sow her tired and etiolated face, I had decided to drop out from school at grade three to support my mother through working in any economic activities that generates additional income to cope up with the escalating living condition (as shoe shiner, vending commodities (socks, candy, soft paper, biscuit, etc.) here as you see.)<sup>130</sup>.*

As one can see from the above paragraph, child labour puts a great impact for the prevalence of school dropout, low educational achievement and dropout from school.

To conclude, despite children deserves a special protection for their vulnerability; they are engaging in labour works and compelled to denied primary education and withdraw from school. This greatly affects their right to access to primary education.

#### **4.10. The Magnitude of Child Labour**

Child labour is not the exclusive issues of a single country; rather it is the concurrent concerns of both developed and developing countries. In fact, its nature, magnitude, and character are varied from country to country. Ethiopia is one of the countries where the incidence of child labour is vastly practiced and affects the life of the children<sup>131</sup>. It is estimated to 18 million child labourers to exist in Ethiopia<sup>132</sup>. However, the researcher could not found comprehensive, organized and scientific statistical data regarding to child labourers of both kebeles. But, it is estimated to exist about 520 and 750 children who lead their life as child labourers in Hidar 11 and Gishabay kebeles respectively<sup>133</sup>. In terms of the numerical figure, nature and scope of the problem, there

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<sup>130</sup> Interview with children (in-depth interview informant 10)

<sup>131</sup> Addisu Gedlu "Child Labour in the Informal Sector: The Case of Gulele Sub- City, Addis Ababa," MA thesis, Addis Ababa university, (2008), P6-7.

<sup>132</sup> *Child Labor in Ethiopia with Special Focus on Child Prostitution*; Save the Children Denmark Ethiopia; Addis Ababa; (2003) P.9

<sup>133</sup> Interview with administration office of Gishabay kebele women, child and youth affairs (key informant, female Representative for senior officials of WCYA office administrator) and Interview with office of Hidar 11

is no clear and net information in the kebele due to lack of research and inspection on the issue. He also stated that even if there is no any study conducted in our town on child labour, there was a research conducted at national level. In fact there was also one researches launched on child labour at regional level, but we have not it now at hand<sup>134</sup>. Both the office of WCYAs and LSAs have had limited scientifically researched and documented information relating to the issue of child labour. Some information that offered by different officials towards the nature and magnitude of child labour in the city is inconsistent and even seems to be paradoxical. One of the key informants reported that:

*Child labour is serious problem and threat for the city to deprive the future educated generations if it continues with current pace. As Gishabay is one of the kebele where child labour is widely practiced, the government combined with the respected stakeholders should exert farther effort to curtail the problem before it threatens the life and potential of the young generation. Due to economic and socio-cultural problems children at their teen age engage in various forms of labour activities that exposed them for physical, moral/emotional and sexual abuse<sup>135</sup>.*

On the other hand, the other informants argued that:

*Though there is the incident of child labour in the city, personally, I don't think that its magnitude and occurrence is at the level of depriving of the young generation. This is because; the current government has ratified treaties and conventions to protect children from such abusive and exploitative actions. Indeed, when the office of labour and inspection made an assessment on work places, they found children whose age is below the minimum age standard established in labour proclamation No, 377/2003; including girl sex workers<sup>136</sup>.*

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kebele women, child and youth affairs (key informant, female Representative for senior officials of WCYA office administrator) February 2014

<sup>134</sup> Interview with Bahir Dar city administration office of WCYA (key informant, Senior official of WCYA Office administration) February 2014

<sup>135</sup> Interview with office of Gishabay kebele women, child and youth affairs (key informant, female Representative for senior officials of WCYA office administrator) February 2014

<sup>136</sup> Interview with Bahir Dar city bureau of women, child and youth affairs (key informant, male senior official) February 2014

Here, it is essential to aware of ratifying conventions does not mean that there is full implementation of the convention. This variation in making critical issue and problematizing child labour as dangerous for the life of the children and the future educated human resource formation of the country comes from lack of articulated understanding among the kebeles about its nature, scope as well its long and short term impacts on the children's life and the country at large. Generally speaking, the problem of child labour in both kebeles is one of the serious social problems that need to draw the attentions of the regional government and the society. The observation made by the researcher shows the pervasive nature of child labour in the studying areas.

#### **4.11. The Roles of Government bodies & NGO to Fight against Child Labour**

Various international, regional and national legal documents issued for the protection and promotion of child rights as well as for the empowerment of children's family or legal guardian economy to guarantee the rights and well beings of the children. Accordingly article 20(2) of the ACRWC has acknowledged these responsibility of the state party "to assist the children of working parents and legal guardians in fund, care service and facilities" for the proper children's development.

Ethiopia is a member state of the UN, ILO and AU (the former OAU), and to their respective conventions (UN-CRC, both ILO's C138 &182, and ACRWC) for the promotion, and protection of children's rights and well-being. Accordingly it vividly acknowledges the rights of children and the prohibition of child labour under article36 (1d) and article 89 (2&3) of the FDRE constitution and the labour proclamation No.377/2003 respectively. Article 89 of the Ethiopian labour proclamation No.377/2003 makes child labour one of its major concerns to alleviate it. Yet, in the existence of these international, regional and national legal documents child labour is continuing to be a serious and pervasive social problem of the country including the studying areas. Despite child labour is a serious issue for the country, the government of Ethiopia has not still promulgate independent child labour law to mitigate and curb the pervasive problem of child labour. One of the key informants stated that:

*The government believed that the primary enemy of the country and the root cause of child labour is poverty. As a result of this the government works against eliminating and draying the very root cause of child labour i.e., poverty.*

*Accordingly, the government mainly gives priority for eliminating poverty than the issue of child rights and child labour. However, this does not mean that the government totally neglected the problem of child labour. There are important movements made by the federal and regional government with the cooperation of NGOs in mitigating child labour. Among others, Eyerusalem, Mekane Eyesus, OPREFs, FSC and CPU are some of the central organs that work against child labour under the umbrella of the CCC<sup>137</sup>.*

According to the speeches of Hidar 11, Gishabay and Bahir Dar city office of WCYAs, the previous strategies used to combat the problem of child labour by LSA like idir, and ikub were not fruit full as much as expected because of the scattered nature of their effort. As a result, the regional state of Amhara established a new strategy the so called- *Community Cooperation and Coalition (CCC)* which accounts and responsible for the protection and elimination of social problems. The objective of the CCC is to assist the vulnerable groups of the society such as children, elders, disable persons and prostitute girls. Accordingly all local and international voluntary aid provider groups, including NGOs offer their aid through the CCC to provide the aid in organized and sustainable manner. Since one of the vulnerable groups is the children, the CCC mainly works in providing material supports to children and combating child labour. Currently, Eyerusalem Child Aid Organization, CPU, OPRIFS play a paramount role in provision of teaching materials for the continuation of their education and rehabilitation and reintegration of children into their family, especially for girls. The police forces have also played a significance role in protecting children from the abusive activities of illicit individuals through the CPU. The police has worked this activity around those areas where child labour activity expected to be practiced, for instance at bus station and market centers. They also stated that these are very pity actions done by the government to alleviate the problem of child labour compared to the magnitude, hidden nature and the seriousness of the issue and much more is left to be done in the future.

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<sup>137</sup> Interview with Administration office of Hidar 11 kebele (in-depth interview with an expert) February 2014

## **4.12. Conclusions and Recommendations**

### **4.12.1. Conclusions**

Child labour in Ethiopia is one of the critical social problems that puts impact on the life and wellbeing of children. On the contrary, little researches has been done to deal with the nature, scope, magnitude and to identify the triggering or determinant factors. The national labour proclamation of Ethiopia also fails to include child labour issues that are practiced in the informal sectors. Amazing thing is that mainly child labourers are engaging in those informal sectors such as in agriculture and service sectors. So that, the failure of the labour proclamation to include child labour in the informal sector is aggravating the problem of child labour. Those child labour related laws, proclamations, policies and national action plans also failed to established specific strategies for its effective implementation and follow up mechanisms. More importantly, the low attitude and culture of the society to consider child labour as other crimes contribute its share for the prevalence and continuation of child labour in the studying areas.

There is also absence of organized data bases about the issue of child labour in the studying areas. The Gishabay, Hidar 11 and Bahir Dar city administrative office of WCYA and LAS have not adequate information or data bases about child labour and the primary education enrolment of the city. The efforts made to establish sustainable intervention mechanisms to alleviate the problem of child labour are not also as such satisfactory.

According to the results of the research, the understanding and internalizing of child labour by the society is still low. The society seeks quality service with small fee from children. Even the educated persons themselves have a great tendency to employed child domestic workers in calculation of low payment and their easy obedience. Such unkind attitude of the society aggravates the prevalence of child labour in the studying areas.

The finding of the research shows that child labour has significant impacts on the health condition, physical, psychological, and mental development as well as self-esteem and self-confidence of child labourers. Child labour is not only a social problem, but also it is the issue of human rights. Accordingly, in the studying areas, child labour affects the human rights of child labourers. Child labourers are living in the situation of lack of basic needs, especially, food, cloth and educational materials. As a result of this, the children themselves engage in economic

activities to answer the question of survival and subsequently forced to withdraw from school. The finding also depicts the seriousness of the child labour and its subsequent effect of drop out from school. More importantly, child labour has a significant impact on the low enrolment, high dropout and low educational performances of children. If children invest all their valuable times at work place, they remain with no or little time to go school, to do homework and study. Hence, child labour made children to dropout from school or illiterate in their adulthood life. Thus, child labour and primary education has a strong relationship to affect one another. It has also a great psychological and emotional effect to constitute low self-esteem and self-confidence in their adulthood life.

As the research finding indicates, child labour is resulted from the cumulative effects of economic, socio-cultural and political factors.

- Lack of strict implementing mechanism of the existing labour proclamation and criminal code;
- Un proportionate punishments for guilty of child labour;
- Lack of attitudinal change to consider child labour as other crimes,
- Ignorance of social responsibility;
- Lack of concern to see children as once own child and;
- Disagreements with one or both parents, especially with stepmother/fathers are the major factors for the prevalence of child labour in the studying areas.

The results of the research revealed that the concerned government bodies (especially the Federal Ministry of Education, the Regional Education Bureau, WYCA, the LSA, NGOs and the local organizations) have been done little efforts to curb child labour compared to the seriousness and the long and short term effects of child labour on the life's of the children in particular and the future educated human resource of the country in general.

In a nut shell, in order to alleviate the problem of child labour in Ethiopia, there is a need to develop serious poverty reduction strategies, appropriate community awareness programs, and enforceable legal measures which supports by more empirical researches to dray both push and pulling factors of child labour in its grass root levels.

#### 4.12.2. Recommendations

Based on the findings of the research, the researcher forwards the following recommendations to serve as an input in the effort made against child labour in the country.

1. **Economic Empowerment:** As household poverty is one determinant factor for child labour in the studying areas, the researcher believed that if the government creates a conducive environment for empowering the households' economy through the provision of capital assets, economic support (interest free loan) and delivery of technical trainings to improve the livelihood of poor family, it may have a paramount importance in reducing poverty and its subsequent effect of child labour and school dropout in the studying areas.
2. **Awareness creations:** Children are seeking a special care and follow up due to their vulnerable nature. However, the findings of the research revealed that most of child labours were exposed to various abuse and violation of rights. They have not also enough exposures about their human rights. They require awareness creation about their rights and responsibilities and where they to go in times of violation of rights. Therefore, both the Government and NGOs must work on educating children about their rights and the place where they reported in time of abuse and violations of their human and child rights that enshrined in national, regional and international legal documents. As discussed so far under chapter two of the theory of child labour (social responsibility theorists), the mere economic growth and poverty alleviation could not be a solution in the process of eliminating child labour. Working towards rising the awareness and understanding of the society about the impacts of child labour has a paramount importance. According to the result of the study, even the educated personnel are not internalizing child labour as an evil social problem as much as expected from them. Therefore, as suggested by social responsibility theorists, the best therapy to cure child labour is working to make fundamental change in attitude, value, and socio-cultural systems of the society and promoting social inclusion of those who are marginalizing by the social system. Since the Ministry of Education, the regional bureau of education and WCYA are the primary responsible stakeholders should work against awareness creation to the society. This can be done through advocacy and lobbying, and awareness creation via the use of mass

media and religious leaders. For instance, at the celebration of world day against child, these institutions can teach the society about the effect of child labour and the merit of education. The religious institutions should also take a primary responsibility in preaching the sacredness and prized nature of human being. Accordingly, every individual must respect and give care for all children without any discrimination. Above all, individuals should not employ children either as domestic worker or as daily worker, because they are not physically and mentally matured for work. This can be done by changing the old fashion cultures and values through educating the society about its short and long term consequences on the future life of the child and the human capital of the country.

3. **Strict Implementation of the criminal code and Establishing Independent child labour plan action plan:** The government should be re-asses weather the penalty imposed by the court against those persons who abused children are proportional. This is because, if the penalty is not proportional with the crime omitted by individuals and/or institutions, other persons did not take lesson from the action of the guilty. The Ethiopian government would also need to establish independent child labour action plan to fight against of child labour and its subsequent effect of low primary education enrolment and school dropouts. From policy perspective, provision of productive and labour saving assets, instituting saving and credit associations and offering education materials for poor students should deserve essential place in the move to curb child labour and promote school attendance.
4. **Integration and Rehabilitation:** working on rehabilitation and reintegration of child labourers into their family could be one of the important intervention mechanisms in mitigating the problem of child labour. As mentioned by Gishabay and Hidar 11 kebele administration Office of WCYA there is good beginning done by the cooperation of the regional state government and CCC. The CCC works on the reduction of child labour by providing financial and material aids to child labourers and enabled them to registered and re-continuing their education. It also works on reintegration of children with their families when children requesting to return their home. The Ministry of Education must work in collaboration with other concerned government and nongovernment stakeholders

to reduce the overwhelming effects of child labor on primary education. The Amharan Education bureau with the cooperation of the Federal Ministry of Education should also made extensive efforts in the rehabilitation and re-integration process of child labourers through CCC. The regional bureau of education should work in search of fund to support poor children via the school where they attend and the CCC to enable them continuing and re-continuing their primary education. Because the effects of child labour on primary enrolment, educational achievement and school dropouts directly affect its objective of primary school completion and delivery of quality education. As a result, this makes them one of the primary responsible bodies to fight against child labour. Thus, the Amhara regional government should strengthen these best practices to abort the incident of child labour with the cooperation of ministry of education, educational bureau, WCYA, LSA and other interested stakeholders.

- 5. Creating and strengthening strong synergy:** between the concerned governmental and non-governmental bodies with the local social institutions, especially with religious institutions; idir, and iqub to assist child labourers has also significance importance to save children from child labour. Most of the time, the emphasis is targeted mainly on the role of government and nongovernmental organizations to curtail the problem of child labour. However these local social institutions can play an indispensable role if the government uses them systematically in a way to be aware of and feel responsible to the short and long run impacts of child labour. Since these social institutions are more close to the society, it is easy for both governmental and nongovernmental organizations to do a lot via the leaders of these institutions.

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## Appendixes

### Appendix A: General Information for Participants

**Welcoming Message:** The researcher welcomes and appreciates the entire participant for giving their time for interviews and FDFs.

#### **Introducing the purpose and topic of study:**

‘Assessment of Child Labour and its Impact on the Right to Education’

The study aims at to assess the nature, type, magnitude and the interplay between child labour and education as well as its impact on their future adulthood life, and finally forwards possible intervention mechanisms against child labour and recommendations to the concerned stakeholders.

### Appendix B: Interview Guide for Children

The interview guide is semi-structured, thereby allowing participants to freely express what they know, understand, and observe in their day to day activities and/or interactions.

#### **Interview guide Part I: About Personal Profile**

1) Can you tell me your:

Age \_\_\_\_\_

Sex \_\_\_\_\_

Religion \_\_\_\_\_

Place of birth and family residence (if they exist) \_\_\_\_\_

Ethnicity \_\_\_\_\_

2) Can you tell me a little about your family situation?

- Are they alive? If so, are they living together?
- With whom you are living now?
- What is/are the sources and amount of your family’s daily income?

- For whom you are engaging to this work i.e., for yourself, or for your family or relative or other third party?

### **Interview Guide part II: Knowledge about their Rights**

- 1) Can you tell me what do we mean by 'human right'?
- What does it mean human rights to you?

### **Interview Guide part III: Factors forcing to child labor**

- 1) Are you native to Town?
  - If not: how and why you came to be live and work here?
- 2) At which age you started to work for the first time?
- 3) Why you decided to and how you engage in this work?
  - Does your family situation have an impact to lead your life in this way?
  - Is there any dis agreements between your families? And does it force you to engage in child labour?
  - What do you say about the attitudes and views of your families towards child labour?

### **Interview Guide part IV: Working and living condition**

- 1) What does it mean child labour to you?
- 2) What type of works you did?
- 3) What are the works you perform/ do?
- 4) How many hours per day you stay on work?
- 5) How much birr you collect per day?
- 6) Have you face any accidents or injuries ever?
- 7) Can you tell me about your living condition?
  - Where do you sleep?
  - For how many hours you sleep?
  - What do you eat?
  - How often you eat per day
  - Did you like your working situation?
  - Does child labour expose children for different addiction? If so why and how?

### **Interview guide part V: About Educational situation**

- 1) Are you currently attending your education,
  - If so, for how long (year) and for how many hours per day/week attend? And ,
  - How do you balance your work and education?
  - If no, why not you attend? Whether you wants to return, and reasons (yes/no)
- 2) Do you attend your schooling in a regular program or at night?
- 3) Does child labor has an impact on your life, especial on attending of your education?
- 4) Can you tell me about the life and education condition of yourself and your friend who are doing the same work/s?

### **Interview guide part VI: Impacts of and intervention mechanisms to child labour**

- 1) How do you express your experience on child labour?

What are some of the impacts of child labour on your life, particularly on your education performance?

- 2) What is your attitude and view towards child labour?

How did you perceive child labour?

- 3) Did you face any challenge while you led your life in this way?

If yes, what are the challenges you face

- 4) With whom you are living now?
- 5) Are there any volunteer groups or individuals who support you and/or other children the same to you?

If there are, what kind of support they provide to you?

- 6) What do you say the intervention mechanisms against child labour?
  - What should be done against child labour in the future?
  - Who are the responsible stakeholders to do these?

I thank you!

**Appendix C: Key informants Interview guide:**

**Interview guide Part I: For Gishabay kebele administration office of WCYA and SLAs**

**General information**

1. Sex: a) Male \_\_\_\_\_

b) Female \_\_\_\_\_

2. Education level: \_\_\_\_\_

3. Name of the Organization: \_\_\_\_\_

4. Position in the Organization: \_\_\_\_\_

5. Work experience (in years): \_\_\_\_\_

1) What does it mean Child Labor to you?

2) Can you tell me about the nature, scope and its impact on child schooling?

1) In the existence of child labour, how can the government achieve the goal of primary education for all which is one of the MDGs components?

2) What are the perceptions and experiences of government authorities on Child Labour and how they are reacting to the problems they have faced in relation to Child Labour?

3) What are the policies and strategies used for to raise community awareness regarding the negative impact of child labour on their primary education attendance and their future life?

4) Is there any partnership with religious and civil society organizations to reduce the intensity/magnitude of child labour and its impact on education? If yes how do you work? If no, why not? Is there any policy regarding partnership?

5) What do you suggest to lessen child labour and to improve the enrolment of primary education?

Thank you so much!

**Interview guide Part II: For Hidar 11kebele administration office of WCYAs and LSAs**

**General information**

1. Sex: a) Male \_\_\_\_\_  
b) Female \_\_\_\_\_
2. Education level: \_\_\_\_\_
3. Name of the Organization: \_\_\_\_\_
4. Position in the Organization: \_\_\_\_\_
5. Work experience (in years): \_\_\_\_\_
  - 1) How do you understand childhood and child labour?
  - 2) Did your office works against child labour? If so, how? Is there any empirical action taken by your bureau to combat child labour?
  - 3) Which groups of children (in terms of age, gender, level of education or living situation) are most vulnerable or exposed to different kinds of child labour?
  - 4) How do you evaluate the efforts made your bureau in fighting child labour? What is your future plan against it?
  - 5) What do you say about the role/responsibility of, government bodies, NGOs, religious institutions and social/local institutions (households/families, idir, ikub, etc...) to diminishing child labour and to enable the children to have access to primary education?

**Thank you!**

**Interview guide Part III: For Bahir Dar city administration office of WCYAs**

**General information**

1. Sex: a) Male \_\_\_\_\_  
b) Female \_\_\_\_\_
2. Education level: \_\_\_\_\_
3. Name of the local institution Organization: \_\_\_\_\_
4. Position in the Organization: \_\_\_\_\_
  - 1) What are the major reasons for children child labour in the ccity?
  - 2) How do you view child labour from cultural, social, economic and religious perspectives?

- 3) What are the traditional societal culture and values that have put impact on child labor exploitation?
- 4) To what extent the families, communities and others stakeholders involve in assisting child workers to have primary education and combating child labour? And how?
- 5) What do you say about the role/responsibility of religious institutions and local social institutions (household/family, idir, ikub, etc...) to eliminate child labour and to enable the children to have an access to primary education?
- 6) What are the most common types of child labour that are practiced particularly in this town, in this kebele?
- 7) What are the perceived or actual effects of child labour in relation to their development, emotion and education? What are the long-term effects that child labour can have on a child and its family? Consider the social, economic, mental and physical effects.
- 8) In what extent the regional government of Amhara follow-up the problem and work to reduce the effects of child labour on primary education achievement?
- 9) What measures and interventions do you think should be taken to address the problem of child labour? Who are the primary responsible organs to do these?

Thank you for your cooperation!

**Appendix D: Focus Group Discussion Guide for child labourers**

- 1) Why you involved in child labour?
- 2) What are some of the rights you should enjoy as a child?
- 3) How many of these rights you enjoy or/ you lose to enjoy?
- 4) What challenges you encounter as child labourer?
- 5) What you are experiencing and fell as child labourer?

Thanks!

**Appendix E: Observation check list**

- ✓ The physical conditions
- ✓ Dressing
- ✓ Whether they are Addicted or not by chat, drugs and or cigarettes,
- ✓ Feeling or facial expression

## Appendixes

### List of informants for in-depth interview

No,	Name	Age	Original place/where they came from	Place of work/kebele	Experience as child labourer in respected kebele (in year/s)	Aggregate experience as child labourer	Level of Education
1	Informant 1	12	Bahir Dar	11	03	03	Grade 5
2	Informant 2	13	Bahir Dar	11	04	04	Grade 4
3	Informant 3	11	Gayint	11	01	04	Not enrolled
4	Informant 4	13	Arb'gebeya	11	02	05	Not enrolled
5	Informant 5	9	Anbesame	11	01	03	
6	Informant 6*	14	Este	11	02/ domestic worker	05	Grade 4**
7	Informant 7	13	Adigudem/ Mekelle	11	02	06	Grade 4**
8	Informant 8	14	Gedero	11	04	07	Not enrolled
9	Informant 9*	13	Shena	12	02/hawking boiled coffe	05	Grade 2**
10	Informant 10	13	Ebenat	12	03	04	Not enrolled
11	Informant 11	13	Este	12		04	Grade 3**
12	Informant 12*	12	Bahir Dar	12	01/selling cheffe	02	Grade 4
13	Informant 13	11	From mendicant family	12	Vending sukbederetee		Not enrolled
14	Informant 14*			12	01/Hawking kollo&roasted lewuz		Not enrolled

15	Informant 15	07	Wollo/with mendicant family	12	Vending chewing gum, candy, etc.		Not enrolled
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No,	Name	Age	Place of work/kebele	experience as child labourer	Level of Education
16	Informant 16	09	11		Not enrolled
17	Informant 17*	12	11	02/selling cheffe	Grade 04**
18	Informant 18	13	11	05	Grade 4**
19	Informant 19	08	11		Not enrolled
20	Informant 20*	10	12		Grade 2**
21	Informant 21	11	12		Not enrolled
22	Informant 22	09	12		Not enrolled
23	Informant 23	08	12		Grade 1

\*Female informants

\*\*Children who drop out from school as a result of child labour

#### **Lists of participants of FGDs**

Name of institutions	Educational status	Position within the institution
Bahir Dar city administration office of WCYA	BA	Senior official of WCYA Office administration
Gishabaykebele administration Office of WCYA & LSA	BA	Representative for Senior officials of WCYA office administration
Gishabay kebele Office of administration Office of LSA	BA	Representative for Senior official of LSA office administration
Administration Office of Hidar 11 WCYA	MA	Expert