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**An Assessment of the Impact of Child Labor on Female Children Educational
Opportunities, In The Case Of Kechene Community, Addis Ababa**

First Submission of the Final Thesis

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ACRONYMS

CSA	Central Statistic Agency
FDRE	Federal Democratic Republic of Ethiopia
ILO	International Labor Organization
NGO	Non-Governmental Organization
UNICEF	United Nations International Children's Emergency Fund
UNDP	United Nations Development Programme
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
WHO	World Health Organization
GO	Government organization

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Abstract

Background Child labor is a very common global problem. There are about 250 million child laborers in the world, in sub-Saharan Africa, and around half of child laborers – 115 million children in total - are engaged in hazardous employment. About 7.5 million children are estimated to be found in Ethiopia. Most of the children have no educational opportunities because they are engaged in child labor (ILO 1996).

Girls are more vulnerable than boys and they represent 54% of the out-of-school population. Girls work in the household, agricultural work and home-based work is often vital for survival although their work is largely invisible and unvalued. (Education International, October 2013)

As kechene community is one of the communities from Gulele sub city in Addis Ababa which is large number of children laborers found on pottery and weaving activities.

Objective To explore the impact of child labor on the educational opportunity of female children at Kechene community

Methodology Applying qualitative research method which is descriptive and exploratory.

Results Key informants mentioned that many families do not send their female children to school for the purpose of using their labor. Though the root cause is their economic capacity, they elaborated that for some family children's work is the main source of the whole family's income. The response of the influence of female child labor on their education has been summarized in to eight basic themes: bargaining the opportunity to access school, Repeated absent from class every week Friday (it is the critical working day for pottery made family, ready for Saturdays market) , low participation in the class, shortage of time to study, doing home work and participate in educational course work, create feeling of exhaustion, bullied by students and sometimes by the teacher, low in their academic performance and end with school dropout or class repetition .

Conclusion From the summary of the research, it is clear that female children's education is compromised of their labor. The researcher has come to see that female children students are more influenced through child labor because other than poetry and weaving activities, the female children are also expected to take on domestic activities.

Key words; - child labour, female child labour, educational opportunity,

INTRODUCTION

Background of the study

Child labor is a very common global problem. There are about 250 million child laborers in the world, the incidence of child labor is highest in sub-Saharan Africa, and around half of child laborers – 115 million children in total - are engaged in hazardous employment. From the world child laborers, one-quarter of 5-17 year old children are affected. About 7.5 million children are estimated to be found in Ethiopia. Ethiopian children work for their livelihood and; half of it works hazardous jobs. Most of the children have no educational opportunities because they are engaged in child labor (ILO 1996).

Previous work has indicated links between traditional education and the socialization system that influences the division of labor within the household and the degree to which this falls upon the younger members. (Bezerra, M.E., Kassouf, A. L., and Arends-Kuenning, M., (2007). Equally, the need for children to work is linked to the pervasive poverty within the majority of homes. This immediate and urgent requirement to work is often such that the long-term benefits accrued from basic education are perceived to be some agree and distant as to cause families and children to put work first and for there to be considerable drop-out, absenteeism and repetition. For many families, the need for the working child is so urgent that they cannot afford to enroll them in the education system at all.

Household costs were found to be complex and while the broad areas offers, other mandatory and voluntary contributions are burdensome expenses on the household, they do not constitute the principal costs on the parental budget. Supplementary costs surrounding schooling, such as uniform, meals and transport, are variable according to district and environment, and constitute the largest burden on household finances.

A major factor in the non-participation of children in schooling was found to be the need to prioritize educational investment in a few children, with the subsequent earnings of those not enrolled in school contributing to the household finances. But even for children enrolled in school, their frequent failure to complete primary education was due to an inability of the children successfully to combine income generation, partly to finance their education, with that of school attendance. This study is therefore, intended to provide a more detailed, although preliminary, investigation into the effects of working and its impact on children's participation in formal education.

Statement of the problem

Ethiopia, as one of the most traditional country, children are usually almost segregated activities in the economic, social as well as political spheres on the basis of gender. This kind of division of activities in societies not only based upon gender but also age groups. In the aspect of division of labor; however, women are the most disadvantaged as they are deprived of most socio-economic as well as political privileges unlike their male counterparts.

A simple observation can reveal the fact that women are usually forced to take care of the difficult tasks in all sectors, but without being able to enjoy the full test of the fruits of their labor. A study conducted in Ethiopia indicates that the rate of economic activity of male

children exceeds that of female children although the difference is not taken into account. The performance of household chores, such as water and fuel wood fetching, is typically, considered as the domain of female children (Yisak Tafere, Workneh Abebe, Ashma Assazineu, 2009)

This type of unfair division of labor, in both urban and rural, agricultural and pastoralist communities, cut across the age groups. It is known that this division of labor is observed in all traditional communities of which one is the *Kecheni* Community. Study conducted by people in need (2009) the situation of child labor in Ethiopia: review of existing studies and brief assessment, the situation of child domestic workers in Addis Ababa, indicates that the primary motivation for many children both, male and female, to work as domestic servants, is their desire to get access to education. They are forced to do this due to their inability to cover the costs for clothes and education materials.

In 2002 national survey on Child Labor by the Ethiopian Central Statistics Agency (CSA) indicates that 33 % of the total child population, in the age group of 5-7, attended formal schools while 5% of children in the same age group, attended informal (religious) schools. The survey has shown a disturbing figure of 56% of children, in that age group never attended neither formal nor informal school.

According to the survey report produced by CSA, the most common reasons for not attending school includes that children are needed to generate household income (9.5 per cent) and; parents cannot afford schooling (8.7 per cent). The level of education achieved by child workers is also very low. The literacy levels among child domestic workers are low; many are either illiterate or dropouts from school (UNICEF, 2000). The ILO baseline study also reveals that 54 percent of the child workers interviewed, had completed primary school, 27 percent had never been enrolled and; 14 percent had dropped out of school (ILO, 2002)

According to Save the Children Finland assessment, on the situation of working children, the *Guragahe* Zone of the SNNPR, reveals that almost similar result regarding the relationship between child labor and education. According to the assessment report, 50% of the sampled child workers in the study were not attending school while the remaining 50% are somehow attending school. The report also indicates that the dropout rate among working children, is very high, given the fact that the proportion is still higher for girls than the boys. That is, because they come from poor family, they are forced to abandon school, as they have to work and support themselves and their families. So, this thesis tries to assess the impact of labor abuse on female child education opportunity at *Kecheni* Community, Addis Ababa, Ethiopia

Despite the fact that various researches were done on impact of child labor on the educational attainment of children, little to almost none emphasized the overwhelming threat experienced by children and their coping strategies. Issues of child labor and their acute adversity on children dwelling in Kecheni area are multifaceted. With the many problems being encountered, the futurity of these children in Kecheni continued on the hands of others. This research tried to explore the unrevealed predicaments and impact of child labor on female children educational opportunities.

Objective of the study

The general objective of the study was to explore the impact of child labor on the educational opportunity of female children at Kecheni community. To achieve the general objective, the following specific objectives were set:

- To explore the level of awareness and attitude of Kecheni community on female child labor;

- To explore the magnitude of female child labor in the Kecheni community and;
- To determine/explore the factors related to that labor affects female children's educational opportunity in Kecheni community.

Significance of the Study

A significant numbers of child laborers are working in unsafe work and are unable to get proper education, vulnerable to diseases and they struggle with long-term physical and psychological pain. The main cause that induces children to work is poverty. These children work for their survival and their families. This circumstance provides barrier for successful learning opportunities and educational attainment. This has created a condition where these children lose the opportunity to get educated and a chance to be a better person in their future activities.

This study has the following benefits:

- It will also serve in enhancing or adding value to the knowledge of policy makers' concerning the severity of the problem.
- The findings of this study will serve for advocacy, policy and legislation development, social mobilization and program design.
- It will be a starting point for future research that could benefit from conclusions and data from this work;
- It will serve as ground to other researchers;

Purpose of the study

This study aims to give a clear insight in to the government, causes and impact of female children labor on education opportunity in Addis Ababa, Kechene area. It gives due

attention for understanding and investigating different reasons behind the plague why women are not competent with men and not found in equal number with men on high education position, and it raising the governments awareness about female child labor, education opportunity and their living condition.

Even if countries around the world have ratified various laws initiatives to eradicate child labor, it is a serious problem and a challenge for many developing countries. The problem is very wide spread throughout the world. This thesis was intended to examine the extent of labor abuse of female children and the impact it has brought on their education carrier in Kecheni community.

Scope of the study

The research was focused on female children that are located at the North eastern part of Addis Ababa, Gulele Sub City, at a place commonly known as “Kechene” which contains three wordas. The subjects are female children engaged in labor to assist and support their family. The research gives due attention to the impact of female child labor, and investigate the effect brought on the educational opportunity and attainment of these girls.

Limitation of the study

- Un willingness from the side of the children to participate in the study
- Insufficient up to date published reference materials on the topic area particular to female labor and their education opportunity,
- Lack of recorded data regarding child labor in the study community
- Absence of child population data from the study area, only they have number of children who are supported by NGOs.

Rreview of related literature

Definition of Key Concepts

Child Labor

A child as defined by the United Nations Convention on the Rights of the Child (UNCRC) is a person under 18 years of age. The relevant entrance is probably region-specific, depending upon both the expected age of starting and leaving school and on cultural norms relating to the age at which children begin to exert their independence, make decisions for them and possibly leave home.

The term child labor has many definitions by different intellectuals. As International Labor Organization states, the term child labor refers to “children working in any type of work that is dangerous and harmful to children’s health or the work hinders their education and other benefits that they must acquire”. ILO argues that child labor is difficult to define. It depends on the type of the job and, if the age is under eighteen. (ILO: 1996).

As discussed, the ILO typically defines children as under 15 and collects statistics for 5-14 year olds. Research on child labor tends to define children either as under 18 or as under 15. The relevant threshold is probably region-specific, depending upon both the expected age of starting and leaving school and on cultural norms relating to the age at which children begin to exert their independence, make decisions for them and possibly leave home (ILO, 1995)

Work

The ILO definition, for children as for adults, refers to work that produces a marketable output. This includes waged work and also regular work done on a household farm or enterprise, the producer of which is commercially viable. It does not, however, include domestic. In this paper, the terms labor and work are used synonymously. Some authors distinguish them to the extent that the burden of this work falls disproportionately upon girls; the work of girls will be under-estimated compared with that of boys (ILO, 1995).

Socio Economic Factors Related To Child Labor

Different researches that are undertaken on various period of time clearly elaborated reasons or the pushing factors behind children in Ethiopia to engage in labor market in their early ages. According to the collected works reviewed for this study on the area of child labor, the major causes that are identified for children engagement in the labor market include poverty, family problems such as divorce, death, tradition and culture and lack of opportunity for schooling. Explicating the major causes of child labor as presented in previous studies would, therefore, help us to learn from existing knowledge and to understand the missing pieces that can be focused on in this study (Daniel Fekadu and Wolde-Giorgis, 2008)

Poverty with Labor

Ethiopia as one of the poorest countries in the world suffers from socio-economic and political problems; poverty is the foremost reason for the involvement of children in the labor market that is characterized by manipulation and rejection of basic rights of the working children.

The reason of child labor in Ethiopia in one way or another is attributed to poverty. The national Child Labor Survey conducted by the Central Statistics Agency (CSA) provides

data on the distribution of child work between rural and urban areas and among regions in the country due to the pressure created by poverty. About 52% of the children were reported to be engaged in productive activities. Girls were mainly engaged in domestic activities (e.g. collecting firewood and water, food preparation, washing clothes) while boys were involved in productive activities (e.g. cattle herding, weeding, harvesting, petty trading, wage work). The participation rate in productive activities was 62% for boys and 42% for girls. For domestic activities, this figure was 22% for boys and 44% for girls. In rural areas, children were more frequently engaged in productive activities than in domestic activities, whereas in urban areas the opposite was true (CSA, 2011, p. 22)

Household poverty is the main underlying cause of child labor, whether as a result of low family income, bad harvests, the absence, sickness or death of adults or because of family debt. The overwhelming majority of those involved in child labor are unpaid family workers (Education International, 2013, p. 6). In addition study conducted in Indonesia concluded that poverty is one of important determinant of child labor (Pitriyan, 2006)

Lack of Opportunity for Schooling

As researches show, the primary motivation for many children (both male and female) to work as domestic servants is the desire to get access to education which they did not have owing to the extreme poverty that their parents are trapped-in coupled with lack of educational infrastructures around their (Daniel Fekadu and Wolde Giorgis 2008).

According to the study most children especially in rural parts of the country fail to continue their education due to work load, inability to cover the costs related to education such as education materials and cloths. The inability of children to continue their schooling owing to the hard work they are forced to do brings frustration which culminates at the children's migration into urban areas where they aspire to get access to better schooling.

Study done in central Asia shows that female children work in large numbers and for long hours in and outside the household, but their labor is unacknowledged or under-represented in formal labour statistics parental perception also contributes to the underrating of the labour of the female child. Such attitudes explain why boys are often given greater opportunities to learn economically valuable skills than girls. Gender disparity in education is influenced by the lack of educational facilities and cultural norms, which hold that girls are only 'born to marry' and therefore, addressing the needs of the female child could be the key (Educational Research, June, 2010)

Culture with child labor

Culture is another phenomenal cause of child Labor. Culture refers to a people's way of life and world view as inherited transferred from one generation to another. Though culture is dynamic, it retains some significant elements of its identity even as it evolves over time. In the cultural trend of division of labor of the society, women are the most disadvantaged as they are deprived of most socio-economic as well as political privileges unlike their male counterparts. (Mary Mebo, 1998)

There are a few reliable researches finding that clearly sheds light on the trend and nature of child labor. However it is evident that it has been customary in developing countries that children have always been part of the productive and reproductive role of societies. In this regard, the culture has expected women in general to cover most of the duties to be performed on the household. It has created a condition that restricts and hinders women from getting proper education and to compete men in the wider world. (Bequele A & Myers W, 1995)

Divorce and Death with child labor

Most families in various developing countries constrain a child to take to child Labor as a survival strategy due to death or when they got divorced and unable to lead and sustain life alone. This is due to the fact that when people who are not be prepared for the challenging task of being single parents and economically sustain and raise children, they will be forced to convince their children to engage at the labor market and use them as a source of income earning means to maintain family existence . Children, who find themselves in such situations, may be forced to take child Labor as a means of survival. (Teferra T & H Shibeshi, 1997)

Child Labor and Its Influence on Education

Throughout the world researches confirmed that child labor could influence children's educational opportunity. Thought the influence is for both, male and female children, Dachi and Garrett (2002) examined that there is a difference between boys and girls, clearly girls are the most likely not to complete their schooling due to their work in the family (p. 48). They mentioned that it has a significant impact on the children's participation in education. It is an important, and probably the major, factor behind absenteeism, repetition and drop-out. Indeed, it is possibly exclusively responsible for the latter (P. 69).

There is the positive side that the working child provides funds that go directly towards his or her schooling costs. Waged work can also be positive in that earnings go into the family budget to enable a sibling to access education according to a family's prioritizing of resources, although this is not necessarily positive for the individual concerned and may well have a built in gender bias. The negative side to the working child and access to education may be that the work done is of such a heavy load or at times that clash with the school timetable that they may not be able to take full advantage of the schooling offered, by

being frequently absent, missing parts of the day or being too tired to participate fully in classes and other work (Dachi and Garrett, 2002, P. 2).

Household labor allocation practices and gender roles can have profoundly harmful consequences for the schooling of children, and for intra-household disparities. In societies where girls traditionally do more chores than boys the opportunity costs in terms of labor services foregone of educating girls may appear higher to parents (Herz 2011; Lloyd 2005).

Dachi and Garrett (2002) further found that about 22% of the children interviewed did not go to school; all having previously attended but Dropped out due to the activities given in and outside of the house. Children were asked about their general enjoyment of school, whether they were tired there and if they worked hard whilst at school. There is some evidence of tiredness, but less than might have been expected, given the work that they also have to perform at home. Children get over loaded activities so that they spend most of their time to complete the work than their education

The family's financial situation frequently makes it imperative for children to be engaged in some sort of work, either to assist adults as wage earners or to provide additional earnings in the household. Another point raised was that some families see little or no worth in education, with petty trading being given more value, although it was acknowledged that this was a minority view. These families probably see the opportunity costs of primary education as being higher than the actual and perceived benefits. This attitude might explain the low priority given to homework.

In general, it was agreed that work was good for children to undertake as long as it was in moderation and that it needed to be balanced with play and relaxation. No suggestions were provided, however, as to what that balance should be. Some respondents noted that some children did not work and spent too much time watching television. This was regarded

as bad for the child and that some element of work should be included in every child's daily routine. Others also noted that if children are prevented from working, then the likelihood is that they will migrate to where they can work. The important issue is striking the appropriate balance between work, schooling and recreation.

Bezerra, Kassouf, and Arends-Kuenning (2007) studied the effect of early child labor on student achievement test scores and find that the type of work that children do matters. Specifically, student performance is affected differently by work conducted inside the household than by work in the labor market (pp. 3-4).

In general a number of both positive and negative aspects of children working were noted and these are presented opposite in no particular order of priority to start with the positive aspects of working children; development of self-reliance, sense of responsibility, independence and general character formation; stimulates the mind, mental growth, and thinking capacity; skills are acquired for future life; learning of cultural ways of life; providing physical exercise and change of activity from academic work; provides an understanding of the environment in which the child lives; necessary for the economy of the child and its family; reduces temptation to join bad groups; and the world of work and adulthood is brought home to the child.

Whereas the negative aspects are: Children work more than they should and become too fatigued to work well in school; Some parents insist on children working at the expense of school and play; Thwarted attainment and children become poor achievers, do not do homework, neglect private study; Exposed to health risks (eg HIV/AIDS), mental and physical growth stunted; Absenteeism grows and temptation from paid work to abscond and drop-out; Girls tend to be overworked and children often exploited in inappropriate work (eg beer brewing, selling in pubs or late at night, heavy manual labour); and There might be an

association between working and children involvement in undesirable behavior; delinquency, promiscuity and prostitution.

Moreover, a research conducted by young live indicated that, as a result of Child labor, work burden, many are not only unable to spend sufficient time on homework, which seriously impacts their ability to keep up in class, but they are also frequently late or absent from school. When this situation persists over time, it can result in repletion of grades, frustration and children eventually dropping out. Children who combine school with work are considerably more likely to drop out of school than those who can attend school without having combine it with work. This indicates that a child's work is partly (if not wholly) responsible for school non-completion (Young Live, 2006, p. 3). Besides, it is clearly mentioned that child labor exacerbates the risk of *being out of school* (Brown, 2011, p. 8)

Child Labor in Ethiopian Context

Child labor is a very common global problem. It is also evident that it has been customary in Ethiopia that children have always been part of the productive and reproductive role of societies. The fact that there have not been legal or customary laws in the long history of the country that define the age that should have been categorized as working force, has made the society to continue to use children's labor to sustain families both socially and economically. Like in many other sub-Saharan African countries, a large number of children in Ethiopia join the labor force usually below the age of 15. This ranks the country among one of the countries with highest rates of child labor in the world where children within the age of 5 to 14 years were engaged in one or another form of child labor.(People in need, 2009)

The issue of child labor is largely embedded in the ever prevailing extreme poverty in the country. Based on a report by CSA, the high fertility rate of the country coupled with the

subsistence agriculture with backward farming techniques force the population to use the labor of children in both rural and urban settings to survive. The fast growing population that pushes the available cultivable land to the ages results in the shortage of cultivable land in densely populated areas of the country that forces the disintegration of families. Children under such circumstances are therefore left vulnerable for labor exploitation as they migrate into urban centers. ((CSA, 2011)

There are an estimated over 250 million in the world, and about 7.5 million child laborers in Ethiopia. Most of the studies available to date focus on the social, political, and economical issues, but very little on mental health or psychosocial problems of child laborers. There is no study describing the epidemiology of psychiatric disorders among this group of children. (Daniel Fekadu, Wolde-Giorgis, 2008 p 1)

Like that of undeveloped countries, in Ethiopia, the kind of division of activities within the societies is not only based upon age groups but also gender. However, in this division of labor, women are the most disadvantaged as they are deprived of most socio-economic as well as political privileges unlike their male counterparts. However it is evident that it has been customary in Ethiopia that children have always been part of the productive and reproductive role of societies. (ILO. 2002, p 12)

According to the report of ILO, like in many other sub-Saharan African countries, a large number of children in Ethiopia join the labor force usually below the age of 15. This ranks the country among one of the countries with highest rates of child labor in the world.

Trends of Education in Ethiopian Context

Many children have to work in order to be able to go to school and cover the direct costs of household income. ILO states that if a child combines school with work it might be difficult for him or her to attend school because of long hours work can interfere with class or

homework (ILO;2002). Some researchers suggest that educational problems in Ethiopia are the result of inconsistencies between the traditional socialization system, gender issue such as norms, values, cultures factors and school environment. (Yisak Tafere et. Al, 2009)

Gender and regional variation are also important factors for the educational status of the child. As Yisak Tafere, Workneh Abebe, Asham Assazinew cited UNICEF declaration; the reasons for gender disparity in education are varied and at the same time inter related. Often they are connected to other forms of variation, such as disparity between regions or between urban and rural areas. (Yisak Tafere, Workneh Abebe, Asham Assazinew, 2009 p 9)

Social and cultural factors are the other major barriers, especially for girls. As Ethiopia is a country with varied populations, cultures and traditions, factors like parental and societal attitudes towards education for girls, and traditional practices are amongst the other reasons. Gender role expectation is also a significant cultural factor. Women's social status is low, and a lot of women accept their inferior status.

The schools on the other hand play its role. A scarcity of schools, qualified teachers and favorable learning environment are all contributory factors. Schools often have shortages of girl Childs-friendly facilities, such as clean latrines and clean water. Besides, long distances to schools and insecure roads mean that parents keep their daughters at home to defend them from sexual abuse and other violence. As the report by UNDP tries to investigate the participation of students in the classroom, especially that of girls, and finds that girls have lower rates of participation than boys, owing to the dissuasion of teachers. Most teachers seem to prefer a girl who completes homework and performs well academically, but if she is 'silent' she is considered to be more respectful to teachers. (UNDP, 2012)

The economic factor is also a major consideration. For girls, this is doubly true, since their parents expect them to spend a lot of time helping in the household, and at the same time they generate income by doing paid work after school. In addition, parents may give their daughters for early marriage in order to get bride wealth (UNICEF 1996)

Child labor affects both the ability to attend school, and to benefit from schooling; hence it has been identified as major challenge. When children are employed in one form of labor or the other, they tend to drop out of primary and secondary schools. Child domestic labor, represents a major barrier to access and completion of quality basic education. A majority of out-of-school girls are involved in domestic labor. Girls' involved in domestic labor are made vulnerable to exploitation and abuse and often experience harsh working conditions and are denied of their rights (Carron and Chau, 1996).

RESEARCH METHOD

Background Of The Study Area

This research was conducted at the city of North Western part of Addis Ababa, Gulele sub-city, which has 10 Wordas, of these; Worda 5, 6, and 7 were purposively selected, why these words are selected because, according to the worda Women and Children Unit officer; those wordas are known by pottery and weaving activities and majority of NGO supported children are from this wordas and the community economic status is low, the area is named '*mazoria*.'

During observation the researcher witness, in that area, in front of every house weaving materials are observed and especially Friday those areas covered with smoke when the community burn their pottery and ready for Saturday market. In these Wordas there are two secondary and one primary school, different literatures investigated that, weaving, and

household labor allocation practices and gender roles can have profoundly harmful consequences for the schooling of children, and for intra-household disparities. In societies where girls traditionally do more chores than boys the opportunity costs in terms of labor services foregone of educating girls may appear higher to parents (Herz 2011; Lloyd 2005) related economic activities are becoming the main areas of business at which children are forced to work beyond their capacity.

Study Design

This is a qualitative research that gives emphasis to descriptive and exploratory research design. This design is chosen since it best suits the field of education and is most favored for studies that are limited in geographic scope. This study intends to provide deeper understanding of the challenges of a child being as household head, Applying qualitative research method enables me to explore in-depth, the various responses and opinions from the interviews.

The study based upon fieldwork consisting of in-depth interviews with female children who are engaged in child labor. Primary data was gathered from these children and key informants in order to address some of the objectives of the research and triangulate the information to be obtained from the community leaders. The participants of this study are mainly female child. The data collection has been conducted over a period of 4 weeks.

Document Review

In order to gain profound information and conceptualize the prevailing problem, various secondary data regarding the issue has been reviewed and explored several research

results, findings that are published and unpublished on the issue. This was made to get a detail information and review of available researches conducted to enrich the research.

This research has made use of a variety of secondary data from printed and unprinted materials that are available in this area of concern. Different reports from UN and other development actors' publications that focus on children and youth are used. Different researches, publications and articles focusing on vulnerable children in general. Besides, different national and international policy documents, strategy papers and guidelines that have been developed in the area have been used in order to see the role of stakeholders including the government towards addressing the issue at hand. Previous findings, matters rose for future research and identified gaps have been given due emphasis to come up with valuable recommendations

Sampling Techniques

The study was employed purposive sampling technique to select participants of the study. Cases were chosen on purpose, not randomly. Purposive sampling was used in order to make sure that different attributes like age, sex, socio-economic status, and the study area is abandoned from other communities because of their social states represented are not accessed easily without support of residence individuals purposively.

Twelve research participants have been interviewed the composition of participants were based on the criteria sited as follow; children who are in school, dropped out from school and children never have education opportunity, they are only female children who are engaged in labor/work, because of data saturation the number limited to twelve. The key informants are drawn from school principals, community members and government office (*worda*). Detail information was collected from these participants using different qualitative data collection methods.

Methods of Data Collection

The study is descriptive and exploratory research. Unstructured in-depth interviews, focus group discussion and key informant interviews were the main data collection methods, during data collection I used voice recorder together with taking notes of the responses of the participants this was just not to miss the point. For the purpose of this research, techniques such as focus group discussion, key informant interviews and personal observation were employed to collect data from first hand informants so as to tap all the necessary information by triangulation of these methods to study the problem from different directions and come up with better findings.

In-Depth Interview

Unstructured in-depth interview was employed to collect data from natural setting of the participants. Individual in-depth interviews were conducted with children. Primary data has been collected using this method and detailed information was obtained regarding their life situations, the ups and downs they have faced, life choices they have made and the day to day decisions they make in order to sustain their life and family. Interview guide prepared, composed of open ended questions that would enable to address the research questions and collect qualitative information using the interview guide.

Besides, the physical presence of the researcher helped to establish the rapport needed for asking sensitive questions including personal questions about painful experiences of participants.

Semi-structured interview method used to gather information from key informants in order to analyze the support structure/mechanisms that exist for such households and to understand the perception of key informants towards the problems of child affected. Semi-structured interviews are structured in a sense that a list of pertinent issues for investigation

are drawn up prior to the interview and such a list contains some precise questions and their alternatives or sub-questions which depend on the answer to the main question.

Focus Group Discussion

Focus group discussions were arranged and undertaken with different groups, who have exposure in the identified study area. Participants were from leaders of community members, school principals and those government officials (*worda*). Separate group discussion was made with the aforementioned groups in order to collect adequate information. Focus group discussion as a data collection method was used in this particular study in order to get a wider picture of their day to day life experiences including role division, nature and level of cooperation and source of conflict in household, interview guiding which composed of open ended questions prepared.

This method was used because of its advantage in acquiring deeper understanding and gathering detailed information from the target groups regarding the issue under investigation and to get detailed information about the inner feelings of these the community. The focus group discussion was held in the work place where these children spent their time.

Observations

Frequent visits had been made to the area where the study conducted, with observation checklist. Observations were made undisclosed, by walking through the neighborhoods and talking with people at the area. Participant observation also made as well when they did pottery made, domestic work and when they let from school in the morning. Apart from the pre-assessment visit made to find different first hand data sources, a continuous field observation were held to better develop this research project.

Data Analysis Technique

The qualitative data gathered from field first assembled and typed into a word processing program manually. It involves classifying responses into meaningful categories so as to bring out their essential pattern and data is analyzed in agreement with the points of discussions put on the interview guides. The raw data collected from the field through the field notes was carefully expanded. All the expanded texts are organized in accordance with the discussion points on the interview guides and sorted out independently into a separate sheet of paper and coded differently. Then, the most important points/issues including similar and different themes are highlighted and analyzed.

As part of the data interpretation and analysis process, considered taking real quotes from the interviews with the respondents that denote what the researcher thinks are important points in the data. While interpreting and analyzing data, tried to avoid subjectivity and involvement with the stories as much as possible.

Ethical Considerations

Before and while conducting the research, the researcher gave due consideration to ethical issues in order to keep best interests of the participants and respect their dignity than merely focusing on fulfilling the objectives of the research. Before data collection, obtain a written permission from the subject parents after permission was granted, also used consent from the respondents. The permission process was finalized prior to the actual data collection. The respondents had been asked whether or not they are willing to participate in the research. In addition, written permission was also prepared for key informants prior to the key informant interview. The issues of confidentiality of the respondents' response were fully kept safe. Respect had given to the respondents' freedom to choose to participate in the research or not as well as to choose to discontinue participation at any time.

RRESEARCH FINDINGS

Introduction

This chapter presents the findings of the research. Information gathered from subject of the study, key informant interviewees and secondary documents as well are organized in to five main sections in line with the objectives of the research. In the first section, a short summary of the study area is mentioned. Basic profile of the research participants where as is also provided in the second section

Moreover, community's attitude towards child labor, the magnitude of female child labor, and the impacts of child labor on female's education in the study area are presented in the third, fourth and fifth sections respectively.

Basic Profile of the Research Participants

No	Pseudonym	Age	sex	Educational status	Family's marital status	Family's main source of income
1	Tarike	16	F	Student	father died	Pottery
2	Selam	14	F	Drop out	Divorce, living with mother	weaving and pottery
3	Tiruye	16	F	Drop out	Separated, living with mother	Pottery and `Gulet
4	Abebech	15	F	Student	father died	Pottery
5	Tigist	16	F	Student	Separated, living with mother	pottery
6	Alem	17	F	Student	Separated, living with mother	pottery
7	Chaltu	14	F	Drop out	Family living together	weaving and pottery
8	<u>Almaze</u>	16	F	Drop out	Family living together	weaving and

						pottery
9	Tsigereda	15	F	Uneducated	Separated, living with mother	pottery
10	Birtukan	16	F	Uneducated	Family living together	weaving and pottery `Gulete`
11	Senayt	14	F	Uneducated	Father died	Take care of child and pottery
12	Firehiwot	17	F	Uneducated	Separated, living with mother	`Gulete`

Table 1,

In line with the topic of the research, all the research participants are female below the age of 18. Regarding their educational status, four of them have been attending their education while four children never attend education. The remaining four children are dropped out. Various educational statuses were considered deliberately to look in to the implication from different point of view.

Community’s Attitude towards Child Labor

Information obtained from female children who are engaged in work and other key informants indicated that children’s engagement in works of long hours is the most common and accepted phenomena in the area. For some it is normal, they work long hours in domestic activities especially the female, engage in petty trades to augment their family’s income and maintain the family’s main means of livelihood otherwise. Thought there are variation on the type of activities in which children are engaged, it is assumed that a child/children is/are supposed to help their family collaboratively with the parent or independently.

For example focus group discussion made with the community leaders and known individuals selected by their seniority their age group is 52-65, long time working on pottery and weaving (more than 25 years) and have children on this field from both sex described as follows;

Poverty is the main cause not to send our children to school rather than letting them to work. One discussant mentioned that: due to the inflation of cost of living, currently we are unable to provide material for our children how went to school. In the contrary, our income has been declining. We don't want our children to get such the worst life like us; rather we want them to have a better life. Due to this in our community female children are expected to work actively and help their family.....

Accepting the commonness of child labor, they further justified that:

...Money for electricity, water, housing, Eqube, Idir, clothing, food and for other personal and social relationship is covered from the contribution of the whole family members including the children. In our community, we all have almost the same way of life. We wish to send our female children to school if we have the capacity. In fact whatever the challenge, we had sent them but they dropped out due to overloaded domestic activities we give them.....

Their response shows that child's engagement in different economic activities is not an option but a must if the family to survive. They strongly pointed that economically children are highly contributing to the family,

They mentioned that:

We do not send female children to school unlike that of the male one, because mostly we are happy when female do their domestic activity we believe female should have skill and

knowledge how to keep house it is for her sake when she have mirage. As a result even we do not allow them to play out with their friends.

Our children work beyond their capacity, after school they engaged in domestic activity sometime up to five and six hours of the night and wake up early at about 4 AM. Though it is hard for them, our culture always appreciates hard working habit of the female. We assumed that she become strong, and learn different experience and skills for her further life.

Their response indicates that as a result of the above reasons female child work is accepted phenomenon in the community irrespective of their education.

There was difference on explaining the impacts of child labor on female children's education. Of the seven discussants in the focus group, two of them supported the negative implication of child labor. However, others showed that letting children to work is advantageous for themselves, it enables them to be strong, think wisely and consider responsibility.

The Situation of Female Child Labor in The Study Area

As mentioned in the background section of the study area, *Kechene Medhanialem* area is mostly known for weaving and pottery. Both the children and the community leaders mentioned that it is very usual to see children working long hours. The study participants' response indicated that some children are working together with their parent to support their family. On the other hand others stated that children are working independently from their family but the income is given to the whole family, just to augment the income of the family. Still others described that children's work is the only source of income for the family, it is a means of livelihood to the whole family.

To illustrate, Tsigereda responded that she got the chance to go school. Her parent was not interested to send her to school because they thought that producing pottery was

impossible without the help of her. She said, "... Currently, I am the only child in the family responsible to all the domestic activities". Beyond the domestic activities, she also has other work and contributes for the family.

The research participants, key informant interviewees and discussants pointed as the issue of female child labor is prevalent. For example, one of my key informants from school officials of School Girl Committee Coordinator described as pottery and weaving are the main means of livelihood in the community. She said that frequently female students are stressed and they used to come in our office for advice to discontinue their education to help their family by doing income generating works.

Impacts of Child Labor on Female's Education

The response of the influence of female child labor on their education has been reduced in to eight basic themes: bargaining the opportunity to access school, Repeated absent from class every week Friday (it is the critical working day for pottery made family) , low participation in the class, shortage of time to study, doing home work and participate in educational course work, create feeling of exhaustion, bullied by students and sometimes by the teacher, low in their academic performance and end with school dropout or class repetition . The detail has been made below;

Bargaining the Opportunity to Access School

The finding of the research indicates that child labor had greater influence on females' educational opportunities. The parent did not send their child/children to school for the fact that they need their children's labor. It is mentioned that child/children's work is either the main source to fulfill their basic needs or supportive of the family. For some, children's

education is not even considered well. Empirically, for example, Tsigereda, Birtukan, Samrawit and Senayt supported this. Tsigereda presented as follows;

“I am uneducated, and have started adult education this year. Initially my family didn’t allow me to go to school for the reason that they were always worried about how they could make possible to produce pottery and get income for livelihood.

She further stated how gender variation could have an influence to be influenced by child labor; “My younger brother is grade 8th. Thought I am happy of helping and treating my family including my brother, mother and father, when I see my brother regarding his educated, I regretted and feel about my education.”

Now Tsigereda has been helping her family. In addition to all the domestic activities, moreover, she has been helping her mother of doing pottery. She said,

Mostly my mother let me to sell produced potteries around the street. All the activities of the pottery is team work, no especial money or payment is given to me. We sell 40-60 birr per day to the maximum and 30 birr to the minimum. The whole expense including food, light, water, and my brother educational expense together with other domestic expenses are covered from pottery.

Similarly, Birtukan noted as she is uneducated. Due to the kebele officials insisted them to learn, she has joined adult education of the night program. She said, “My father works weaving whereas my mother engaged in pottery. Otherwise all the domestic activities are given to me. Moreover, I use to sell wood on the street and carrying woods from the market to their (the customers’) house. No special payment is given to me rather for the family. On average I get 3-5 birr from carrying wood and 30-40 birr from selling wood. Then with this money, I mostly buy materials for the family’s consumption.

More uniquely, Senayt, 14 years old female child forwarded as follows:

My father died long years ago: since my mother is not able to work, she let me to be employed as nanny, treating the child, rather than sending me to school. The employers give me 200 birr per month. Though it is not sufficient I give all this money to my mother for her living expense. I do have interest to get education but I can't. I have been working only to help my mother.

Similarly, Firehiwot's response supported the above idea. After the death of her mother, all the responsibility of domestic activity is given to her. Together with domestic activities, she has also been working outside house in petty trade and supports her father and brother. She said, no one consider my education rather than encouraging me to work.

Key informants also supported this idea and mentioned that though the root cause is their economic capacity, many families do not send their female children to school for the purpose of using their labor. They elaborated that for some family children's work is the main source of the whole family's income.

Absenteeism

Research participants stated that even though some children get the chance to learn, their overloaded activities assigned after and before the class let them to miss their class repeatedly. They described that when the student absent from class, they fail to cover the content and unable to understand the subject matter at it is required which unquestionably later affect their academic performance.

Abebech, is fifteen years old living in Woreda 07 Kebele 22 articulated that she is the only female child in the family that all domestic activities were loaded to her. In spite of the fact that there is no enough time to perform the too much home work given to her, she used to

try to do it late in the night after 10:00 PM. In regard to the frequency of attending the school, she responded that she might be absent at least 2-3 days every month.

In addition, Tigist responded that there are domestic activities to work when back to home from school. She said,

We are given sometimes little and sometimes more exercise from the school. Most of the time I am doing my home work very difficultly and used the break time in the school to perform the home work. I miss class when the domestic activity becomes over together with my homework.

She pointed that most of the time she absent from the school as she was busy for one thing to care for her brother who is sick and unable to move and for other thing she must be home every Friday as her mother used to processes and go to market to sale the produced pottery. Tigist confirmed that she didn't go to school 10-12 days on average every month those days are mostly Fridays. As she tried to explain earlier, her caring to her little sick brother, she delayed for three years and now she is in grade five.

In regard to the impact of a multitude of domestic activities on the education, Tigist said that home activities have a great impact on the properly attending of the class as well as the performance of the student. Nevertheless, she is devoting to reconcile the domestic activities with the class as she convinced herself that it is a must to stand by her mother side.

Low Participation in the Class

The responses of the research participant showed that, they are less likely to participate actively and attend the class carefully because of the stress which is created due to overloaded domestic activities and repeated absent of class. As mentioned by one of the interviewee named Abebech, different domestic activities given to her has an impact on her

education. She elaborated that domestic activities influenced her not to properly attend the class.

She narrated as follows “..... It affects my educational performance because multitude of activities I am expected to accomplish makes me to focus about the activities than my education....” she noted that she is not good enough in participation in the class because she regularly miss class, come lately so that she get not only low participation but also lower understanding of the subject.

Regarding her educational performance Abebech mentioned that:

Even while I attend the class, I mostly think how to complete multitude of activities after class.... I slept late in the night and wake up early in the morning to complete the activities and read if I get free time. Due to exhaustion with different activities at home, I used to sleep in the class and couldn't attend the class properly.

Moreover, Alem told that she is the only female child in the family and has got two brothers, one elder and one younger to her. She said that:

There are multiple domestic activities that are reserved to me, like assisting my mother on the processes of the pottery, cooking, washing clothes and cleaning home. Since I have not enough time most of the time I do not perform home work. Even in the class, I rehear all the activities to be done after school rather than attending properly and get the point of the section.

She confirmed that domestic and other activities assigned to children have great impact on the properly attending of the class as well as the performance of the student as it leads the student to think about the multitude of activities to be performed after the class. She

said that she could not sleep well in the night and work very hard which caused her to sleep in the class and couldn't attend the class properly.

Shortage of Time to Study and Participate In Educational Coursework

One of the interviewee named, Tarike, forwarded that, she become busy when back from school, during night and weekends. She also said that due to her being busy in home she couldn't properly carry out her homework. For this and other reasons she sometimes hate going to school as long as she did not perform her homework and used to have nose bleeding. She pointed: "since I am busy of all the days after and before school, mostly I work my assignment using break time, which is very short time to complete the whole task"

Alem also stated that since she is the only female child in the family, several domestic activities given to her results delaying most of the time to perform her home work since she did not have enough time to do.

Key informants also suggested that children work beyond their capacity, after school they engaged in domestic activity sometime up to five and six hours of the night and wake up early at about 4 AM. Even we do not allow them to play out.

Create Feeling of Exhaustion

Children's response indicated that frequently when they work long hour before school; it creates sense of tiredness and sometimes sleep in school while the teacher is teaching. Since multitudes of activities are given for the female children before school, they admitted that most female children get tired and sleep while the teacher is teaching. It results on missing the point of the sections so that they tend to be negligent and fail to follow up and understand carefully.

Recognizing the influence of child labor on education, Tarike showed that working together with education does have significant impact on the result. She said that, “it is a must to work; otherwise we cannot fulfill the livelihood and even payment for the school. I usually sleep in the class because I have multiple domestic and other petty trade activities to be performed before school.

Abebech also stated that the child home activities has a great impact on properly attending of the class as well as the performance of the student as it leads the student to think about the multitude of activities to be performed even after the class. She said,

I sleep late in the night and wake up early in the morning to accompany my mother who is involved in microeconomics activities. Due to my exhaustion with different activities at home, I used to sleep in the class and couldn't attend the class properly.

In addition, Alem noted that she is the only female child in the family and has got two brothers, one elder and one younger to her. she was expected to accomplish all the tasks. She said that most of the time she did not perform home work as she did not have enough time. For the questions about the influence, she stated that the child's home activities have a great impact on the properly attending of the class as well as the performance. The child also added that she could not sleep well in the night and work very hard. This caused her to sleep in the class and couldn't attend the class properly and consciously.

Bullied By Students and Sometimes By the Teacher

Most uniquely, female students identified that due to their unusual actions at school like late coming, not doing assignment and sleeping in the class, students always bully them, they laugh, give nick name, like `wreya, yebet ayet` and pointing and ridiculing the female students. More than the load of their work and education they mentioned that this created a sense of isolation hate to learn and at the end decided to cut their education. For example,

Alem provided that, let alone the student even the teacher hit her when she do not work her homework and insulted me in front of the student.

Lower in their academic performance

Information obtained from several unite of observations indicated that being late to get in to the class, occupied with several activities, stress, less participation in the class and shortage of time to work homework accordingly and others lead for academic failure of the female children students which force them to *repeat*. For example, Tarike stated that whatever the challenges, she has been trying not to miss class due to the economic situation of the family for which her contribution has a lion share, she repeated grade eight. She justified that was happen due to the reason that her grade was not satisfactory. Since she misses class and lack concentration to understand the course as a result of her additional domestic activities made before and after school, she got difficulty to understand the subject matter. She stressed that that working especially beyond the limited ways does have significant impact on the performance of the education.

Similarly, Alem raised that due to large amount of domestic activities given to her, like assisting her mother on the processes of the pottery, cooking, washing clothes and cleaning home, most of the time she did not perform home work as she did not have enough time. As a result, she stated that because of lack of properly attending of the class, her performance is lower.

School Drop Out

As mentioned by some interviewees, all the aforementioned problems are ended with dropping out of school. For example, Selam, Tiruye, Chaltu and Almaze supported this as follows;

Selam responded that

I was a grade six student when I dropped out of the school. The main reason was my parents could not afford to pay for the school as well as the required materials for me. Currently support my mother's poetry working. Moreover sells woods on the street. When my customers are voluntary, I also carry and take the wood to their home.

She was asked about her educational background and responded as she was failed to pass grade four once and six grade two times. Questions were raised whether to continue her education or not. She answered, "Thought I have interest to do that, currently I don't want to continue my education due to the economic problem of the family."

Similarly, Tiruye, who is 16 years old female children, responded that

I dropped out of the school when I was in grade. The crucial reason of termination was as a result of the family's economic problem. I was wanted to contribute for the family. My father is weaver whereas my mother is producing traditional pottery of different type. My elder sister is also dropped out of the school and helping the family by selling the manufactured products of pottery.

While she was working with her father on weaving, develop gynecological problem because of moving her both legs up and down for long time sitting in hole of weaver. This health problem was directly related with the over loaded activities. She further elaborated that her mother tell her to stop weaving and to do poetry producing process. In spite of the fact that she as well as her elder sister tried to assist their family there is no significant improvement in the family's livelihood. Then she decided and went to Arabic country to work as a house made and returned back to home country after working for one year. She is

still assisting the family, specially her mother on the process as well as selling the produced pottery. In regard learning, the child said that she is not interested to return back to the school.

In addition, Chaltu's response support the above notion that she dropped out of the school in her grade four due to financial problem for the school as well as for clothing. She has not ever failed and repeated any grade so far and highly interested to continue her class as long as she got a sponsor to solve the problems mentioned. As a result her family let her to be hard worker than learning.

Almaze described that she failed once in grade three and dropped out of the school during her fifth grade and did not continue her class as she has been helping her family. It is the custom of this society to believe, preserve and continue working on the production of pottery work as a means for livelihood throughout their lives. Hence the child particularly the female one is not recommended to carry out other types of work than the pottery work. As they mentioned, poetry work needs always the help of the children. Their contribution is very significant.

Like that of the females children, informants and discussants also exposed that in the female children are forced to cut their education rather encouraged to work in poetry, weaving, domestic activities and other petty trades. For example, one key informant interviewee described that she was decided to force her two children, male and female, to stop their education. She stressed that the reason was she want their children's labor highly. The male children wok weaving and the female one engaged in poetry and other domestic activities.

DISCUSSION

In this section the researcher has tried to associate the finding of the research with the previous research based on the research questions. The main finding of the research indicates that the community's attitude towards female child labor is positive; it is considered as normal and for some it is productive for children. Related with the livelihood of the community, mostly engaged in pottery and weaving, the situation of female child labor is more occasional.

This research has got information about the impacts of child labor on education especially referring female child students. Thus, bargaining the opportunity to access school, repeated absent from class, lower participation in the class, shortage of time to study and participate in educational coursework, create feeling of exhaustion, bullied by students and sometimes by the teacher, lower their academic performance and end with school dropout are the main impacts of female child labor on their education.

Regarding access to education, Education International (2013); and Pitriyan (2006) Examined that household poverty is the main underlying cause of child labor, whether as a result of low family income, bad harvests, the absence, sickness or death of adults or because of family debt The overwhelming majority of those involved in child labor are unpaid family workers. He mentioned that all these factors limit the opportunities of the child to get access to education.

Similarly a research conducted by Young Live (2006) indicated that, as a result of Child labor, work burden, many are not only unable to spend sufficient time on homework, which seriously impacts their ability to keep up in class, but they are also frequently late or absent from school. When this situation persists over time, it can result in repetition of grades, frustration and children eventually dropping out. Children who combine school with work are considerably more likely to drop out of school than those who can attend school

without having combine it with work. This indicates that a child's work is partly (if not wholly) responsible for school non-completion.

In addition, Dachi & Garrett (2002) supported the idea that child labor has a significant impact on the children's participation in education. It is an important, and probably the major, factor behind absenteeism, repetition and drop-out. Indeed, it is possibly exclusively responsible for the latter.

Dachi and Garrett (2002) argued the positive vs negative sides of child labor. They showed that confirming the negative side to the working child and access to education may be that the work done is of such a heavy load or at times that clash with the school timetable that they may not be able to take full advantage of the schooling offered, by being frequently absent, missing parts of the day or being too tired to participate fully in classes and other work. Scholars also mentioned the positive side that the working child provides funds that go directly towards his or her schooling costs. Waged work can also be positive in that earnings go into the family budget to enable a sibling to access education according to a family's prioritizing of resources, although this is not necessarily positive for the individual concerned and may well have a built in gender bias. The negative side to the working child and access to education may be that the work done is of such a heavy load or at times that clash with the school timetable that they may not be able to take full advantage of the schooling offered, by being frequently absent, missing parts of the day or being too tired to participate fully in classes and other work.

However, the research finding indicated that children have been forced to engage in work involuntarily and beyond their capacity. Moreover almost all interviewee responded that no money is given to the children rather to the family. Therefore, in the study area, the negative impacts of child labor are more prevailing than the advantage.

To look the impacts, Bezerra, Kassouf, and Arends-Kuenning (2007) examined that the effect of child labor on student determined by the type of work that children do. He mentioned the positive and negative aspects. Development of self-reliance, sense of responsibility, independence and general character formation; stimulates the mind, mental growth, and thinking capacity; skills are acquired for future life; learning of cultural ways of life; providing physical exercise and change of activity from academic work; provides an understanding of the environment in which the child lives; necessary for the economy of the child and its family; reduces temptation to join bad groups; and the world of work and adulthood is brought home to the child.

Whereas the negative aspects stated; children work more than they should and become too fatigued to work well in school; Some parents insist on children working at the expense of school and play; Thwarted attainment and children become poor achievers, do not do homework, neglect private study; Exposed to health risks, mental and physical growth stunted; Absenteeism grows and temptation from paid work to abscond and drop-out; Girls tend to be overworked and children often exploited in inappropriate work (eg heavy manual labour). They finally suggested that child work could be good for children as long as it is in moderation and balanced ways with play and relaxation.

However, the finding of the research indicates that female children are not treated in this way rather only occupied with work than giving space for their education. their education is treated as a secondary, rather emphasis is given for work.

Regarding the impacts of child labor on education particularly Brown (2011) clearly mentioned that child labor exacerbates the risk of being out of school. He studied the time-intensity of employment has a critical bearing on education prospects. Through a series of

detailed national surveys, the UCW has documented an inverse relationship between hours worked and school attendance.

The research showed that children especially female children's education is extremely compromised and are forced to engage in different domestic and other business activities. This, child labor, either limits their successful education or let them to drop out. Likewise, exploitative theory stated, either the parent consider the best interest of the child or their own interest, children's engagement in such exploitative work affect the child. Through time the parent do not even recognize as they are exploiting their children.

Even though there are other contributing factors, from all the literatures and the research finding, there is a common and shared idea that child labor is significantly determined by poverty. For some family and children, child labor is a means to survive not only for the children but also the family as well. Literatures mostly mentioned the general impact of child labor on education. However, this research distinctively pointed the impact more particularly on female child student, on which the impact is more prevalent.

CONCLUSION

The main finding of the research indicates that the community's attitude towards female child labor is positive; it is considered as normal and form some productive for children. Related with the livelihood of the community, the situation of female child labor is more common. Moreover, this research has got good dealing the opportunity to access school, Repeated absent from class, lower participation in the class, shortage of time to study and participate in educational coursework, create feeling of exhaustion, bullied by students and sometimes by the teacher, lower their academic performance and end with school dropout are the main impacts of female child labor on their education. From the summary of the research,

it is clear that female children's education is compromised of their labor. The researcher has come to see that female children students are more influenced through child labor because other than poetry and weaving activities, the female children are also expected to take on domestic activities. According to the response of the study participants', some children are working together with their parent just to support.

On the other hand, others stated that children are working independently from their family but the income is given to the whole family to augment the income of the family. Still others described that children's work is the only source of income for the family, it is a means of livelihood to the whole family. The research finding identified that though female children's education is influenced in all three occasions, children who are working independently as the only source of income to the whole family, their educational opportunities are much more influenced.

In addition, it is repeatedly identified that poverty/ economic problem of the family is the main root causes to exacerbate the negative influence of female children's labor on their education. However, there are also other reasons.

Social Work Implications

As a profession with the mission of enhancing human well-being, particularly attentive to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty social work is concerned about the issue of child labor. This research has able to demonstrate that children were involved in different activities which affect especially female children's educational opportunities. Numerous impacts have been identified. To address these risk factors interviewees from different unit of observation have been mentioned several possible solutions.

Beyond that the researcher assumed that the role of social workers can be made in the following ways; assessing the incidence of female child labor, its main causal factors and its impacts on their overall wellbeing; designing ways of intervention to reduce the problem; and practice accordingly. Based on the results of the finding obtained from empirical researches, social workers could also do advocacy service to push the government and key members of policy makers to provide appropriate female child labor related policies and strive for the implementation of it.

The main finding of the research indicates that female child labor is more prevalent in the community. At macro level, hence social workers can engage at the community level to improve the attitude of the whole community. In line with the intervention with the community, families are also the central focus to be altered. Moreover at micro level, social workers can work in addressing psychological and other problems of individuals through counseling. In addition, social workers can engage at school level in supervising proper school-student, teacher-student, student-student, family-student relationship and environment for the success of their education. As a researcher social workers could contribute to the scientific community through conducting further enquiries regarding female child labor and its impact and look further in to the awareness of the communities about the overall issue distinctively in order to provide a clear indication of intervention areas.

In this section possible recommendations have been given based on the concluding points of the research. For better applicability, directly concerned agent/s are suggested possible solution to address the identified problems. Accordingly, the family, the community, school, NGOs and the government at large are given the directions regarding the problem. First the researcher recommends for all concerned scholars, individual or organizationally, to conduct a survey research to get the real picture of child labor in general and female child

labor in particular to see its prevalence, incidence, the impact as well and get inclusive scientific information.

Some of the female children pointed that they have been working not voluntarily but sometimes forcefully with their parent. Therefore, the family/parent should at least consider and accommodate female children's education and their work.

It is mentioned that almost all female children who are working show unique behaviors like arriving lately, unable to work assignment, sleeping in the class and etc. Thus the teachers, psychologist, and/or other school community could treat and advise not only the student but the family. If the issue becomes more severe, it may report to the legal bodies to follow up.

The researcher has come to see that, in the study area, there are several NGO engaged in supporting economically disadvantaged children. But, the existing NGOs and other more can work on increasing the awareness of the family, children and the community as well incentives and integrated poverty reduction measures to empower poor households to choose education over employment.

Key informants as well as female children forwarded that child labor is a common phenomena in the community. Therefore, concerned GOs like female and children office should work in awareness creation and intensively. This organization may use different social organizations, like Idir, to disseminate the information about child labor. Policy makers and implementers of key government officials should give deserving emphasis to provide appropriate policy and implement it accordingly.

NGO and GOs moreover, should work on economic capacitation of the family and the community at large because it is identified that poverty/ economic problem of the family is becoming the main root causes intensifying the negative influence of female children's labor on their education.

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Annex 1: Interview Guide Prepared For Research Participants

1. The place where the child gave the interview?
2. Sex and age of child.
3. Do you go to school?
4. Current grade of the child?
4. Child schooling related question (This questions will be raised if the child go to school)
 - 4.1 Do you enjoy school?
 - 4.2 Do you work hard when at school?
 - 4.3 Do you get homework (how much)?
 - 4.4 Do you have time to do it at home?
 - 4.5 What were the reasons?
 - 4.6 How many days have you missed school?
 - 4.7 What reasons you mention for being absent or late for school?
 - 4.8 Have you repeated any grades?

4.9 What were the reasons for repeating class?

4.10 How the work does impact you?

4.11 Do you feel tired at school?

5. Questions to be raised for a child if he/she has dropped out of school?

5.1 What was the reason(s) for dropping school?

5.2 Did you repeat any grades?

5.3 Do you want to return to school?

5.4 Are there any plans for you to return to school?

5.5 When are you planning to return to school?

6. Questions for those children who has never attended school:

6.1 Would you like to go to school?

6.2 Is there a plan for you to go?

7. Do you have work to do in the house?

8. What type and number of tasks do you perform?

9. Do you work outside the house?

10. Where and when do you do this work?

11. Do you get paid for this work?

12. How much money do you earn in a day/week?

13. What do you do with the money?

Annex II: Interview Guide Prepared For Focus Group Discussants

1. How do the group regard as poverty?
2. How do they benefit from the social services, such as education, health, water and electricity?
3. What is the need for children to work for:
4. What is the benefit of acquire skills to the children?
5. What is the impact of work load on the educational attainment of children in itself?
6. Why do families let their children work?
7. What is the purpose/reason of letting children work? Mention a few?
 - Economic reasons?
 - Social reasons?
 - Cultural reasons?
 - Educational reasons?
8. Do you think it is good for children to work?
9. What are the positive aspects of children having to work?
10. What is your opinion in relation to the role children play in child labor?
11. What are the negative aspects of children having to work?
12. How important is it for a child to be able to play?
13. How much does the children earn for working?

Annex III observation checklist

S.N	observations	yes	no
1	On the study area is there pottery and wavering material observed		
2	During interview the female child calling the child now and then by		

	the mother for order		
3	During schooling time female children seen in the village		
4	Number of let female students is high than male in school		
5	Living states of study subjects looks low		
6	In working place(pottery and wavering) female children seen		

Annex IV Consent

Good morning/afternoon. My name is _____

I am a graduate student in practice of social work at Addis Ababa University, faculty of social science, school of social work. I kindly ask you to help me in the study I am conducting, Assessment of the Impact of Child Labor on Female Children Educational Opportunities, in Kechene Community, Addis Ababa

The purpose of the study is to explore the Impact of Child Labor on Female Children Educational Opportunities, in Kechene Community, Addis Ababa.

I would like your permission to discuss with you about your perceptions, ideas, and experiences related to the impact of child labor on female children educational opportunities. No one will charge you for your participation or give you any money, whether or not you agree to the interview. Your participation is voluntary and you don't have to answer any particular questions if you prefer not to respond or you may end the discussion at any time. Everything you say will be kept private and confidential. I want to assure you that your participation in the study will not affect you and your institution.

If you have any questions you can ask any time. Your name will not be used in any report, but your ideas and suggestions will help me to attain my objective. Please feel free to answer exactly as you feel. If you are clear with the information provided and agree to participate please sign on the consent form attached.

Are you willing to participate in this study?

1. Yes

2. No

Thank you for your time