



# CHILD LABOUR BASELINE SURVEY, 2009

## ANALYTICAL REPORT

October 2009



This report presents the findings from the 2009 Child Labour Baseline Survey conducted by the Uganda Bureau of Statistics in the three districts of Rakai, Wakiso and Mbale. The ILO provided funding and technical support through the ILO-IPEC project. The opinions reflected in this report do not necessarily express the views of ILO.

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## FOREWORD

The effect of child labour to the individual, the community and the nation at large is becoming more and more apparent. It is for this reason that the Government of Uganda places the elimination of child labour high on its national development agenda. It has ratified a number of major regional and international conventions, covenants and instruments which relate to the welfare and rights of children. The Government has also put in place a number of policy and legal frameworks geared towards elimination of child labour. Prominent among these is the National Child Labour Policy (NCLP) which aims at mainstreaming the child labour phenomena into broader National, lower Government and community development programmes. The policy also aims at ensuring reinforcement of the institutional and legislative frameworks for combating the Worst Forms of Child Labour (WFCL) in addition to stimulating collective and concerted efforts to combat child labour at all levels.

The Bureau together with ILO-IPEC has published two reports on working children since 2000. These were based on further analysis of the 2000/01 Uganda Demographic Health Survey (UDHS) and the 2005/06 Uganda National Household Survey (UNHS), with detailed analysis on child labour only done on the 2005/06 UNHS. Technical support was received from ILO-IPEC during the analysis in the two studies.

The 2009 Child Labour Baseline survey was carried out by the Uganda Bureau of Statistics in the three districts of Rakai, Wakiso and Mbale hereby referred to in this report as *ILO focus districts*. This is the first stand alone study on Child Labour carried out in Uganda. The broad objective of the survey was to collect high quality data on children to facilitate the measurement of the levels and nature of child labour in the focus districts. The data collection was carried out during the months of July and August 2009.

The study comprised of the household based module and the qualitative module. The purpose of the qualitative module was to help understand further the findings from the core module and collect additional data that would not be ably collected at the household level.

The report presents the key findings on levels, impact and determinants of child labour and other related indicators. The Bureau hopes that the information presented in this report will be useful for the purpose for which it was intended for.

**John. B. Male-Mukasa**  
**Executive Director**

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## ACRONYMS

CLBS	Child Labour Baseline Survey
CSEC	Commercial Sexual Exploitation of Children
CSPPro	Census and Survey Processing (Software)
EA	Enumeration Area
FGD	Focus Group Discussions
GoU	Government of Uganda
GPI	Gender Parity Index
IABA	Integrated Area-Based Approach
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
KII	Key Informant Interviews
LMIS	Labour Market Information System
MDG	Millennium Development Goals
MGLSD	Ministry of Gender Labour and Social Development
MIS	Management Information System
MoFPED	Ministry of Finance Planning and Economic Development
NAP	National Action Plan
NCLP	National Child Labour Policy
NDP	National Development Plan
OVC	Orphans and Other Vulnerable Children
PEAP	Poverty Eradication Action Plan
PPS	Population Proportional to Size
SNA	System of National Accounts
UBOS	Uganda Bureau of Statistics
UDWCP	Uganda Decent Work Country Programme
UNHS	Uganda National Household Survey
UPE	Universal Primary Education
UPHC	Uganda Population and Housing Census
USE	Universal Secondary Education
WFCL	Worst Forms of Child Labour

## EXECUTIVE SUMMARY

The Uganda Government is faced with the challenge of elimination of child Labour in the Country. Child Labour contributes to a violation of the rights of Children to education and protection and it is putting at risk the country's progress by limiting the potential of its workforce. The Child Labour Baseline Survey exercise was carried out in three districts of Rakai, Mbale, and Wakiso districts. Lessons learnt will help to re-design Child Labour intervention programmes for the rest of the districts.

In Uganda, a child is defined as someone below the age of 18 years. Generally speaking the term child Labour refers to involvement of children in the kind of work that is not allowed for them. When measuring Statistics on Child Labour two issues are considered, i.e;

- (i) Age of the child;
- (ii) The productive activities in which the child is involved, the nature and conditions in which activities are performed including the time spent in the activity.

The main objective of the 2009 child labour baseline Survey was to facilitate the measurement of the levels and nature of child labour in the focus districts. More than half of the population of surveyed districts is below 15 years of age. The proportion of child headship is low in all the districts. The proportion of paid employees and self employed is highest in Wakiso and lowest in Rakai district. Agriculture is the most dominant sector in which people are engaged followed by the trade sector.

### **Children involvement in work and school**

Over 336,000 children aged 5-17 years (35 percent), are engaged in economic activity. This is higher in Rakai 118,000 (47%) and Mbale 69,000 (35%) districts. Girls' involvement in economic activity increases faster than boys. More males (26 percent) than females (24 percent) work and attend school at the same time, while only 19 percent work in economic activity without also going to school.

Overall about one quarter of children work in an economic activity and attend school, 32 percent in Rakai district, 24 percent in Mbale and 21 percent in Wakiso district. About 10 percent of children are involved in economic activity only with Rakai district registering the highest proportion of 14 percent followed by Mbale at 11 percent and Wakiso having the lowest proportion 8 percent. The results also show that 16 percent of children in the three districts are not involved in economic activities and are not in school, 14 percent in Rakai, 17 percent in Wakiso and 24

percent in Mbale. This category of children who are also categorised as idle stand to be at a disadvantage as compared to other children, since they neither benefit from schooling nor work.

More double orphans (68%) are involved in economic activity compared to the non orphans (65%) and there is no difference among the paternal and maternal orphans. On the same note, the double orphans (79%) are more likely to be in school than the non- orphans (74%).

When involvement in economic activity and household chores is assessed, over half of 7-17 year-olds were engaged in housekeeping activities or household chores with Rakai district having the highest proportion (88%) with almost a similar proportion males and females being involved. Children's total participation in work includes involvement in economic and non-economic activities. The worst combination is of children performing economic activity and household chores while attending school at the same time. This stands at 18 percent for the age group 5-17 years in the 3 districts with Rakai district having the highest proportion of 53 percent.

### **Characteristics of children's work**

Agriculture is the lead sector in which children work, engaging 9 in every 10 children in Rakai and 8 in every 10 in each of the other two districts. The work modality is seven to nine in every ten are in household farms. The main occupation (84 percent) of these children therefore is agricultural and fisheries worker. Seven in every 10 children across the 3 districts work in places such as plantations, farms and gardens. About 3 in 10 work in family dwellings. They start work at the age of 8 years with children from female headed households starting a year later. Fetching water is the main non economic activity carried out in all 3 districts.

The results also show that although most children are engaged in agriculture it is not very work intensive. Six in every 10 children 7-11 years working in either the manufacturing or services sector work for the longest number of hours per week and at least 3 in every 10 children 5-13 years are involved in child labour.

### **Involvement in hazardous work**

Overall over 26,000 children were involved in conditional hazardous activities. Of these 10,500 children were in Rakai district, 12,000 in Wakiso district and 4000 children were in Mbale districts. In Rakai and Mbale districts the majority of the children in conditional hazardous work were in animal rearing activities with 6692 children and 1,106 children respectively. About 8,000 children were either on street, restaurant or food and beverages workers. In Rakai district over

600 children were involved in fishing. Children involved in animal rearing, fishing, domestic workers, restaurant service workers and bricklaying constitute the most immediate policy priority.

Key informants also noted that indeed there is both Internal child trafficking from rural to urban areas and international children trafficking. There were also cases of girl children going for sex work by hanging out around lodges, bars, markets, brick laying areas and gambling areas.

### **Impact of children's work on health, safety and education**

The study shows that 65 percent of children 5-17 years operate tools, machinery or equipment at their workplace with Rakai district having the highest percentage (84 percent). Only about 2 in every 10 (16 percent) get superficial or open injuries due to the nature of their work. As a result of injury, about half of the children (47 percent) stop working temporarily and the other half (48 percent) get injuries that are not serious and have no serious effect on their work. More than two-thirds (67 percent) of economically active working children were exposed to dust/fumes or gas at their work places with marked variations between districts.

More children who are not working attend all school days in a week compared to those who are working (90 percent vs 84 percent). School enrolment of working children lags behind that of their counterparts who are not at work across all age levels. On the overall, less than half (46 percent) of children who had sickness or injury due to their work reported that this did not have any effect on their education.

Forty two percent of the working children are faced with violence at their work places in the form of being constantly shouted at or being beaten or physically hurt. Cases of sexual abuse of children at work were very minimal (0.4 percent) across all the three districts of study.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background

The Uganda Government is faced with the challenge of elimination of child labour in the Country. Child labour contributes to a violation of the rights of Children to education and protection and it is putting at risk the country's progress by limiting the potential of its workforce. In terms of education, child labour has dire consequences on quality of education of the victims since either they do not attend school or their schooling suffers long hours dedicated to work. The incidences of poverty, HIV/AIDS, orphanhood and armed conflicts have contributed immensely to child labour in the Country.

The child labour baseline Survey (2009) was conducted by Uganda Bureau of Statistics with funding from the ILO, under the Project of Support for the preparatory phase of the Uganda National Action Plan for the Elimination of child labour (SNAP). Under the SNAP project support will be extended to the Government of Uganda to further strengthen its legal, policy, institutional and social foundations for timely, large scale action against the Worst Forms of Child Labour (WFCL). The project of support will facilitate the process of translation of the National Child Labour Policy (NCLP) into a finalised National Action Plan (NAP) and will contribute to the implementation of the Plan by strengthening the legal framework and enforcement mechanisms for protecting children from exploitative work and abuse, reinforcing the knowledge base, awareness raising and piloting an integrated area based approach (IABA) in support of vulnerable families. The project intends to utilise the already established Uganda Decent Work Country Programme (UDWCP) and other current social, political and economic development programmes, structures and policies in Uganda. In addition, close linkages will be established between the project and the Orphans and other Vulnerable Children (OVC) policy and action plan.

It is estimated internationally that 246 million children aged 5-17 years are employed as child labourers, 176 million of which are engaged in the worst forms of child labour. Available evidence also indicates that Africa has the highest levels of economically active children, with about 41 percent of her children involved in work. On average more than 30 percent of African children aged 10-14 years are Agricultural workers. In addition an estimated 120,000 children under the age of 18 are believed to have been coerced into taking up arms as child soldiers, Military porters, messengers, cooks or sex slaves in the continent.

It was estimated that about 1.76 million children aged 5-17 years were engaged in some form of child labour in Uganda in 2006<sup>1</sup>. Incidences of child labour are predominant in agriculture, transport, mining and related sectors, fishing, construction, the urban informal sector, domestic service and commercial sexual exploitation of children (CSEC). Additional activities include illegal cross border trade (smuggling) and trafficking of children within and outside the country for employment and other purposes. The most affected groups are HIV/AIDS affected children, children from poor families, orphans, children with disabilities as well as children caught up in armed conflict

## **1.2 District coverage**

The child labour baseline Survey was conducted in the three districts of Rakai, Mbale, and Wakiso. The choice of the three was because they are ILO-IPEC focus districts in the Country (for the IABA) and direct action programmes and it is expected that lessons learnt from them will help, to re-design child labour intervention programmes for scaling up to the rest of the districts. A brief background information about these districts is outlined below:

### **(a) Rakai district**

Rakai District is located in the South Western region of Uganda, west of Lake Victoria, lying between longitude 31<sup>0</sup>E, 32<sup>0</sup>E and latitude 0<sup>0</sup>S. It is composed of 3 counties, 18 sub-counties and 3 town councils. Its southern boundaries are part of the international boundary between Uganda and Tanzania. The District Headquarters is a distance of about 190km from Kampala, the national capital. The district was one of the first districts in the country to be affected with the scourge of HIV/AIDS.

### **(b) Wakiso district**

Wakiso district is located in Central Region of the Country Boarding Kampala. It is the third most populated district in the Country.. It is endowed with forests and wetlands, which form a major resource base for the district. The district has 19 forest reserves, which are managed both centrally and locally. Wetlands cover 16 percent (1054 sq.km) of the total land area with the major portion lying along Lake Victoria fringes. Due to the increasing population at a growth rate of about 4 percent, natural resources are under increasing pressure, which makes them susceptible to degradation.

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<sup>1</sup> Understanding Children's work in Uganda, 2008 UBOS. Based on analysis of the 2005/06 Uganda National Household Survey

### **(C) Mbale District**

Mbale district is located in Eastern Uganda a distance of about 250Kms from the Capital City, Kampala. It is located between longitudes 35<sup>0</sup>E and latitudes 45<sup>0</sup>N and has an area of about 534.4 Sq Kms. It is composed of one county, a municipality and 11 Subcounties. Mbale district is divided into three distinct topological zones namely lowland, upland and mountainous landscape. The most striking feature is Mt. Elgon, with its magnificent crackers, deep valleys and ridges.

### **1.3 Child Labour and Economically active children**

In Uganda a child is defined as someone below the age of 18 years. When measuring statistics on child labour two issues are considered, i.e;

- (iii) Age of the child;
- (iv) The productive activities in which the child is involved, the nature and conditions in which activities are performed including the time spent in the activity.

Therefore all working children are not child Labourers, they become child labourers when they are either engaged in Worst Forms of Child Labour (WFCL), hazardous conditions or they are working when they are below the minimum age permitted for children (beyond some hours) or they are involved in non-permitted household chores. The data collected from this baseline survey ensures that both international and National comparisons are made. In the presented report, the age category considered when analysing child data on working children and child labour is 5-17 years.

For the purposes of this study therefore, child Labour was defined to include:

- a) All children aged 5-11 years who are at work (whether for pay or not). Children at this age are not supposed to be at work as per ILO convention 138 (1973), and the employment Act 2000 of the Republic of Uganda. All children aged 12-14 doing work other than 'light work' or who do work beyond 14 hours a week. The Employment Act 2000 provides that the commissioner of Labour from time to time would have to define among others, light work for purposes of implementation of the law. In the child labour policy 2006, light work has been defined as consisting of all domestic work which children do under parental supervision for purposes of training or learning for children. But if this work should exceed 14 hours a week, for the age group under consideration (12-14), then it is child labour.
- b) All children aged 15-17 involved in hazardous forms of labour prescribed by the Employment Act 2000 and ILO convention 138 (1973) are also considered to be in child labour. And, or if they work an equivalent or beyond 43 hours in a week.

## **1.4 Objectives of the Study**

The purpose of the 2009 child labour Baseline Survey was to facilitate the measurement of the levels and nature of child labour in the focus districts of Rakai, Mbale and Wakiso. The specific objectives were:

- (i) To collect information on the main characteristics of working children and those of the households they live in ( i.e. their demographic composition and details by age/ sex/ ethnicity/ marital status/disability status/orphan hood/ literacy and educational status/ classification by industry occupation and status in employment/ earnings and weekly hours of work/ location of work place/ reasons for not attending school/ reasons for working/ types of unpaid household services done and weekly hours performed/ etc);
- (ii) To obtain information to support the analysis of the causes and consequences of children engaged in work, including household earnings and debt, perceptions of parents/ guardians/ children, and the hazards and abuses faced by children at their work;
- (iii) To obtain (through FGDs and KIIs) information on
  - (a) the various forms of child labour prevailing in the districts, particularly on WFCL such as CSEC, street children, children engaged for illicit activities, and forced work by children
  - (b) the underlying forces leading to the persistence of child labour especially the impact of HIV/AIDS, poverty, adult unemployment, OVC issue, and lack of proper schooling facilities;
  - (c) Child trafficking
- (v) To provide policy makers, researchers and other stakeholders with a comprehensive information and a set of indicators on child labour to guide interventions;
- (vi) To act as a basis for the creation of a long -term database on child labour in Uganda.
- (vii)

## **1.5 Context of Child Labour and the legal and Institutional framework**

### **1.5.1 Uganda's development context in relation to child Labour**

The Uganda Government is faced with the challenge of improving the socio economic condition

of its people where nearly 1/3 of its people live on less than \$1/day<sup>2</sup> and the HIV/AIDS prevalence rate is still high (6.4 percent)<sup>3</sup> and the after effects of war in the North are still pronounced. These have and are still producing terrible consequences for the nation's poor and vulnerable groups. Because of HIV/AIDS, conflict and other causes, there are an estimated 1.8 million orphans in Uganda.<sup>4</sup> Besides orphans, there are other children whose socio-economic well being is bad because their families are poor, sick and/or have been displaced by conflict. Many of these children, an estimated 1.8 million 5-17 year-olds are resorting to child labour, often to the worst forms of child labour (WFCL), in order to survive.

There are however initiatives to address the country's social economic problems and challenges. Among these is Universal Primary Education (UPE), Universal Secondary Education (USE) and efforts geared towards combating HIV/AIDS.

The ILO is supporting the GoU to translate the National child labour policy into a National action Plan. It will also contribute to the implementation of the Plan by supporting mainstreaming child labour into the Orphans and other Vulnerable Children (OVC) national action plan as well as other social and economic programmes, strengthening the legal framework and enforcement mechanisms for protecting children from exploitative work and abuse, reinforcing the knowledge base, awareness raising and the piloting of an integrated area-based approach (IABA) in support of vulnerable families and children in the three districts for later replication in other districts.

### **1.5.2 Legal framework**

The Government of Uganda is committed to elimination of child labour especially its worst forms. There are several policies and frameworks put in place geared towards elimination of child labour and these are:

1. The 1995 Constitution of Uganda, article 34(4) provides for the protection of children against social and economic exploitation. In addition it prohibits the employment of children in work that is likely to be hazardous or interfere with their education or is harmful to their health or physical, mental, spiritual, moral and/or social development.
2. The National Child Labour Policy (NCLP) which was adopted by GoU in 2006. The policy aims to mainstream child labour issues into broader National, lower local Governments and community development programmes, re-enforcement of the legislative and institutional frameworks for combating the worst forms of child labour (WFCL) in addition to stimulating collective and concerted efforts to combat child labour at all levels.

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<sup>2</sup> Uganda National Household Survey 2005/2006

<sup>3</sup> Uganda HIV/AIDS Sero- Behavioural Survey, 2004-2005

<sup>4</sup> UBOS (Ugandan Bureau of Statistics) National Population and Housing Census (2002). The Ugandan definition of an orphan refers to any child under the age of 18 who has experienced the death of one or both of his/her parents.

3. The Orphans and other Vulnerable Children (OVC) policy (2004) aims to reduce vulnerability of the OVC including working children
4. The Local Governments Act provide structures for addressing child labour at the community level. Some districts have gone ahead to establish child labour committees though with limited functionality.
5. The National Policy on HIV/AIDS and the World of Work was launched in Uganda in February 2008. It aims at providing a framework for preventing further spread of HIV/AIDS and mitigation of social economic impact of the epidemic within the world of work.
6. The National Youth Policy (2001) which provides for protection of youth against abuse.
7. The Employment Act 2006 prohibits employment of children in any work that is dangerous or injurious to the child's health.
8. The Occupational Safety and Health Act regulates the safety and health of all workers including children

Other laws which have a bearing on child labour include the Children's Act Cap 59, Penal code act, Uganda Citizenship and Immigration Control Act Cap 56, the National Drug Policy and Authority Act and the Mining act, 2005.

In addition, the Government has ratified international conventions affecting children as below:

- a) ILO convention 182 on the Worst Forms of Child Labour. This convention includes a number of pre-defined worst forms of child Labour (WFCL) like child trafficking and commercial sexual exploitation of children.
- b) Convention 138 on Minimum Age for Employment Admission. The convention puts it upon ratifying countries to put in place a conducive environment for effective elimination of child labour. Also included in the convention is for countries to pursue a line that raises progressively the minimum age of Employment admission to a reasonable level that is consistent with the fullest mental and physical development of children.

The Government has also signed the following International and regional treaties that prohibit child labour:

- a) The UN convention on the rights of the child, 1989

- b) The UN protocol to combat use of Children in Armed conflict, 2002
- c) The optional Protocol on selling and exploitation of children, 2002
- d) The African Charter on the Rights and Welfare of the Child, 1991

## **1.6 Organisation of the report**

The report is arranged into seven chapters. Chapter 2 provides an insight into the overall survey methodology and its implementation. The characteristics of the sampled households and household members are outlined in chapter 3. Chapter 4 looks at education characteristics of household members with a focus on children aged 5-17 years.

Chapter 5 is on activities of working children including the sectors of employment, occupations in which children are engaged in, incidences of child labour and related characteristics. Both market and non-market activities are outlined in this chapter. Chapter 6 assesses the consequences of work of children on their education, health and safety. Finally chapter 7 is on Policy implications and conclusions based on the findings from the study.

## **CHAPTER TWO**

### **SURVEY IMPLEMENTATION AND METHODOLOGY**

#### **2.1 Scope and coverage**

The child labour baseline survey (2009) was carried out in the districts of Rakai, Wakiso and Mbale. In each of the districts a household Questionnaire was administered. In addition, 4 focus group meetings and 2 key informant interviews were organized for each of the districts. The Qualitative module administered during focus group discussions provided additional information to further explain findings from the household module.

Two sets of Questionnaires were used in the study. The household Questionnaire was the main Questionnaire and collected information on all sampled households. The second set of the Questionnaire was used as a guide to collect responses during focus group discussions (FGDs) and key informant interview (KIIs).

The household Questionnaire collected detailed information on usual members of the target households, and was used to filter out the children (5-17 years) who were asked additional questions about children's work. The following were the broad areas from which data was collected during the Baseline Survey:

- (i) Background characteristics of household members;
- (ii) Education and Training;
- (iii) Labour Force Status and hours of work;
- (iv) Time spent on non-market activities;
- (v) Occupational health and safety;
- (vi) Perceptions of Parents /Guardians on working children;
- (vii) Household and Housing conditions.

The respondents for the Focus Group Discussions (FGDs) were opinion leaders from each of the four sub counties in the focus districts. Membership was drawn from the members of LC executive in the subcounty, elders and other opinion leaders. Gender representation during the focus group discussions was emphasized. The Key Informant Interviews questionnaires (KIIs) were on the other hand administered to technical officials of the district community services, NGOs dealing with children and the Uganda Police.

## 2.2 Sample design

In order to achieve the objectives of the Child Labour Baseline Survey, the study targeted all households with children and communities in the focus districts. The Enumeration Areas (EAs) from the 2002 Population and Housing Census household counts were used as the sampling frame for each of the districts. Each EA was accurately and uniquely identified together with the number of households in it. Independent representative samples were selected from each of the districts using Population proportional to Size (PPS) with the number of households in the EA with children taken as a measure of size.

A representative sample was selected from each of these focus districts. In order to ensure that reliable estimates are got for each district, EAs were distributed among the districts according to the measures of size. Allocation of EAs and households per district was as indicated below:

**Table 2.1: Distribution of households (with children), and number of sampled EAs by district**

District	Distribution of households with children (aged 5-17 years)		Number of EAs selected	Estimated number of children aged 5-17 years in the sampled areas	Number selected households
	Number	%			
Mbale	36,024	19.6	36	1,351	537
Rakai	48,468	26.4	36	1,345	540
Wakiso	98,843	54.0	36	1,342	540
Total	183,335	100	108	4,038	1,617

The distribution of sampled EAs within districts is shown in figures 2.1-2.3.

Figure 2.1 Sampled EAs for the child labour Baseline Survey for Wakiso District

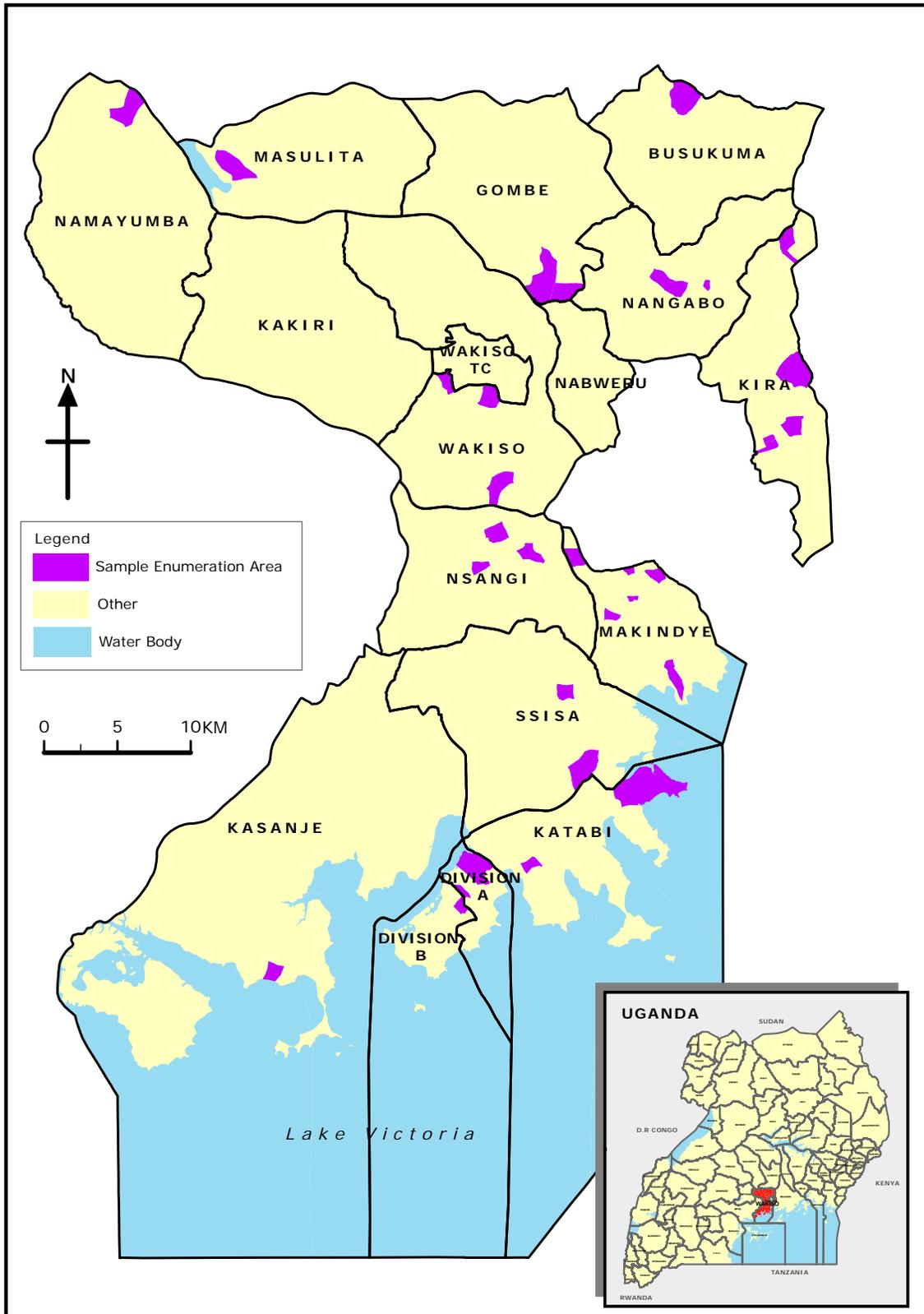


Figure 2.2: Sampled EAs for the child labour Baseline Survey for Rakai District

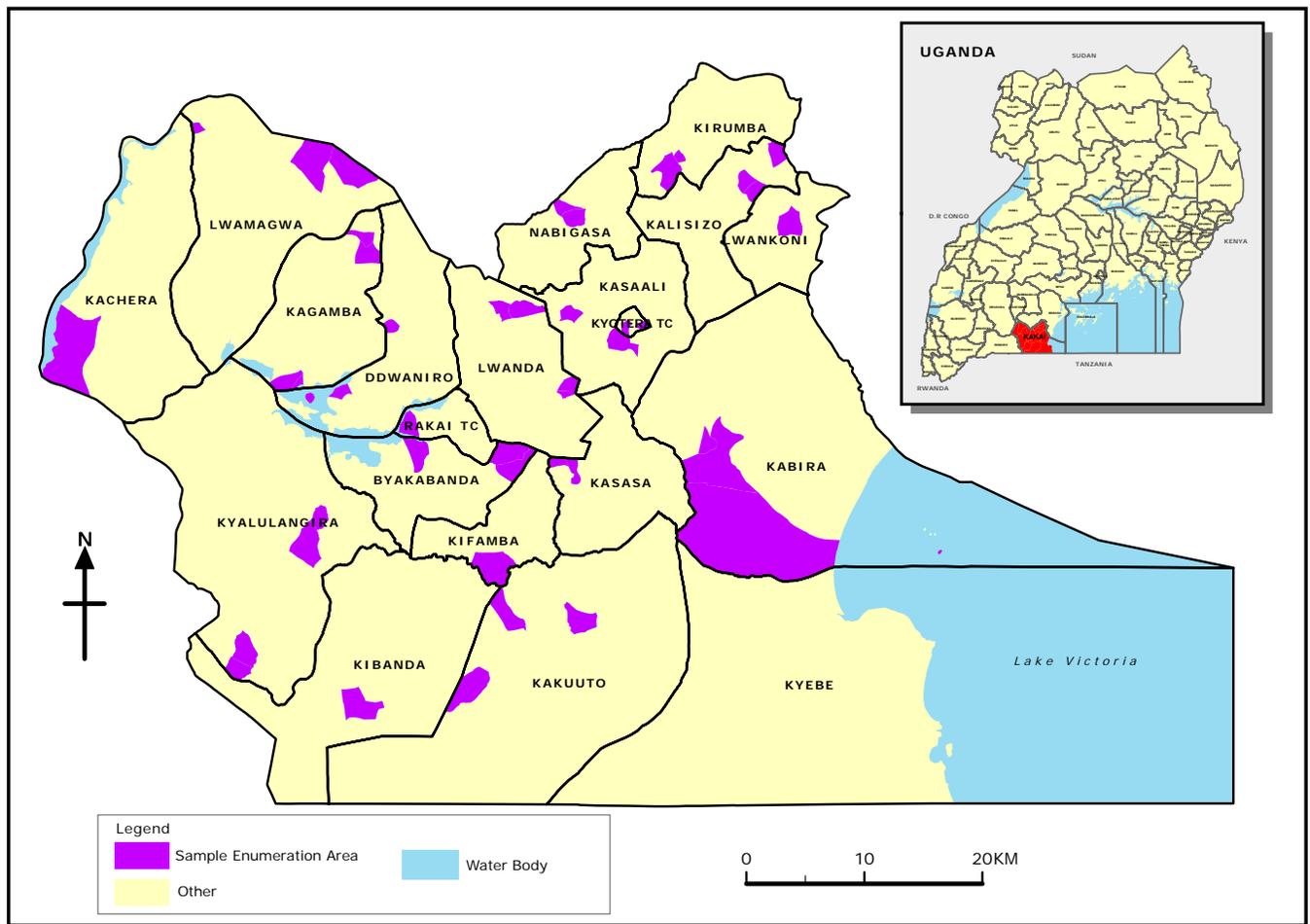
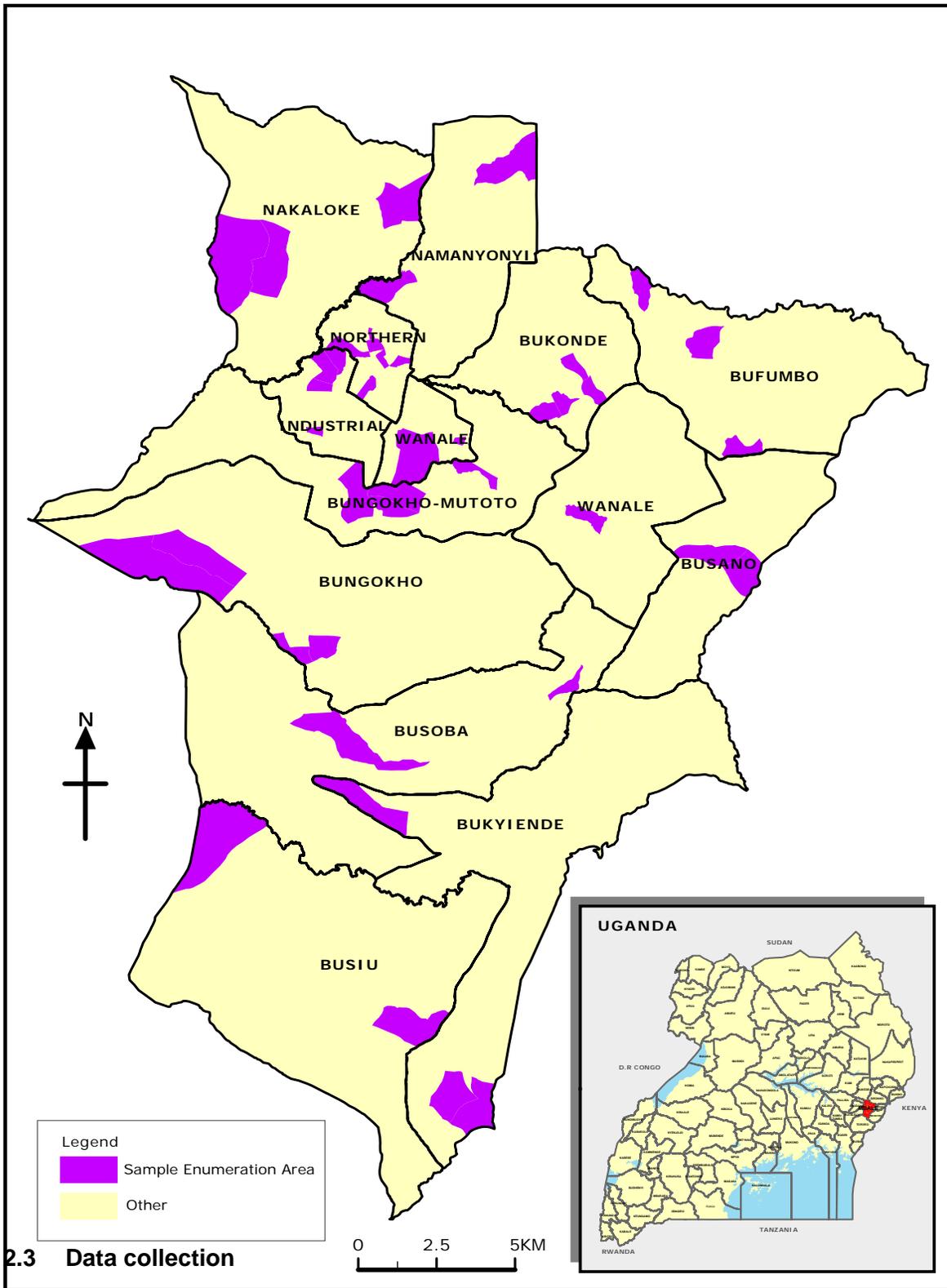


Figure 2.3: Sampled EAs for the child labour Baseline Survey for Mbale District



## **2.3 Data collection**

The field work for the 2009 CLBS started with the household listing exercise which involved canvassing all sampled Enumeration Areas (EAs) and listing households therein. Households with children aged 5-17 years were then identified from the sampled EAs during listing and in each EA, 15 of these households were selected for the study.

The field activities were organized into 3 field teams each composed of one Supervisor, 6 Enumerators and a driver. The main fieldwork began on 16<sup>th</sup> July 2009 and was completed on 21<sup>st</sup> August 2009 taking approximately 5 weeks. Staff from UBOS and ILO, Uganda maintained close supervision of the field teams through routine field visits. There was also regular communication between the field teams and the UBOS supervisors. During the routine field visits, UBOS supervisors also collected and returned the completed Questionnaires for the subsequent office editing and data capture.

## **2.4 Data Processing and analysis**

Due to the need to have the child labour baseline survey records processed fast enough, this exercise started shortly after the commencement of fieldwork. The office editing/coding and data capture process for the survey took approximately 2 weeks. It involved double data entry which ensured that the accuracy of the captured data was checked in the second data capture routine hence increasing on its accuracy. After the data capture machine editing involving structural and consistency edits was carried out before data analysis.

The data capture screen was developed using the CPro (Census and Survey Processing) software.

After machine editing of the captured data, analytical tables were generated from the data. Rounds of checks of the generated tables with the same data set was carried out to ensure accuracy of these tables. This was done both using STATA and the CPro softwares. The final analysis of the information generated from the CLBS data was carried out on the final accepted tables.

## **2.5 Response rates**

A total of 1,617 households were selected for the Child Labour Baseline Survey (CLBS) Sample. Out of these, 1,585 households were successfully interviewed, yielding a household response rate of 98 percent. A total of 4,431 children aged 5-17 years were listed from the selected households in the household schedule, of which 4,306 children successfully responded to questions about activity status. This gave a children response rate of 97.2 percent

**Table 2.2: Response rates (%) for household and individual interviews**

Result	District			Total
	Rakai	Wakiso	Mbale	
<b>Households interviews<sup>3</sup></b>				
Households sampled	540	540	537	1,617
Households interviewed	518	530	537	<b>1,585</b>
<b>Household response rate</b>	<b>95.9</b>	<b>98.1</b>	<b>100.0</b>	<b>98.0</b>
<b>Children Interviews (aged 5-17 years)</b>				
Eligible children listed	1,430	1,549	1,452	4,431
Eligible children interviewed for Activity Status	1,395	1,500	1,411	4,306
<b>Eligible Children response rate<sup>4</sup></b>	<b>97.6</b>	<b>96.8</b>	<b>97.2</b>	<b>97.2</b>

<sup>3</sup> Households interviewed/Households sampled

<sup>4</sup> Children responding to activity status Questions/Eligible children

## 2.6 Data quality control measures

The CLBS 2009 was a sample survey and hence likely to be affected by sampling and non-sampling errors. The following was carrying out to minimize on errors at different stages of implementation:

- a) Using a standard child labour questionnaire adjusted to national requirements;
- b) Ensuring effective supervision during data collection and use of experienced interviewers;
- c) Supervising experienced staff used in the data capture process in addition to carrying out double data entry;
- d) Drawing the sample from complete frame of EAs with their corresponding number of households ( as distributed by district);
- e) Carrying on edits on the captured data before data analysis.

Annex 3 presents the standard errors, CVs and confidence intervals for selected indicators.

## 2.7 Challenges, limitations and lessons

1. Due to the short period of field data collection of the child labour baseline survey, it was not possible to get some key Informants for the exercise.
2. It is difficult to capture the Worst Forms of child labour in a household based survey, because of problems of getting accurate answers for questions designed to get responses on such activities. Therefore although it would have been better to have the numbers of children involved in CSEC and Child trafficking this was not possible. In addition some of the children involved in the worst forms of child Labour may not be living

in households. The Qualitative module was therefore designed to gear responses from some of the WFCL in the study areas.

3. The CLBS does not provide estimates lower than the district level; this would need a very big sample size. For estimates at lower level administrative units, there will be need for other studies in the future.
4. During the data collection some respondents especially in urban areas were not responsive in answering questions.
5. There were also some isolated cases of EA maps not being clear. The UBOS cartographer helped however to clarify on such cases during field work.

## CHAPTER THREE

### CHARACTERISTICS OF HOUSEHOLDS AND HOUSEHOLD MEMBERS

#### 3.1 Introduction

The child labour baseline survey 2009 collected information on personal characteristics of household members including information on age, sex, relationship to the household head and marital status among others. In addition information relating to the characteristics of dwellings (such as dwelling type, rooms occupied, occupancy tenure and main construction materials used for the floor, roof and walls) was also collected.

This chapter presents information on the socio-economic characteristics of the survey population and conditions of the household in which the population lives. The household conditions covered in the chapter include the type of power/fuel used for lighting and cooking, type of toilet facility and access to safe water etc.

#### 3.2 Distribution of the population by Age and sex

The child labour baseline survey 2009 estimated the population in the three districts at 2.0 million. The estimates further showed a higher percentage of the female population (52%) as compared to male population (48%). The sex ratio for each district is also indicated.

**Table 3.1: Population Size by Sex and district**

	Sex		Total	Sex Ratio
	Male	Female		
Rakai	229,510	250,592	500,428	89.4
Wakiso	570,125	634,396	1,165,963	91.4
Mbale	184,846	199,584	365,963	93.6
<b>Total</b>	<b>984,482</b>	<b>1,085,112</b>	<b>2,032,052</b>	<b>91.4</b>

Table 3.2 shows that overall, more than half of the population of surveyed districts is below 15 years of age. The percentage was slightly higher in Rakai district (54 percent) as compared to Wakiso and Mbale districts. The population aged 15-64 years was between 43 percent and 46 percent in the focus districts.

**Table 3.2: Distribution of Population by Age Groups**

District	Broad Age group			Total
	0 - 14	15 - 64	65+	
Rakai	54.1	43.8	2.1	100
Wakiso	52.5	45.6	1.9	100
Mbale	53.4	44.2	2.4	100

### 3.3 Household composition

A household is defined as a group of people who normally live and eat together. The household head was defined as the member of the household under whose guidance the major decisions of the household were undertaken.

#### 3.3.1 Household headship, distribution of households and average household size

Table 3.3 below shows that the proportion of female headed households was slightly higher in Rakai and Mbale districts at 28 percent and slightly lower in Wakiso district at 25 percent. However the proportion of child headship is low in all the districts at 1 percent in Rakai and Wakiso districts and close to 0 percent in Mbale district.

**Table 3.3: Characteristics of the Household Head**

	Rakai	Wakiso	Mbale
Sex			
Male headed	72.5	74.7	72.1
Female headed	27.5	25.3	27.9
Age			
Below 18 years	1.1	0.7	0.4
18 and above years	98.9	99.3	99.6
Total	100	100	100
Number of households	114,824	237,825	88,645
Average household size	5.8	5.8	5.7

The average household size was almost the same for the three districts at 5.8 for Rakai and Wakiso and 5.7 for Mbale. The relatively high values of the average household size may be

partly explained by the target households for the CLBS 2009 (only households having children aged 5-17 years were sampled). In general, the size of households with children tend to be bigger as compared to those without children.

### 3.3.2 Relationship to Household Head

The results in Table 3.4 show that overall the majority of the household members in all the three districts were biological children of the household head. The proportion of household heads ranges between 16 percent and 18 percent across the three districts.

**Table 3.4: Distribution of household population by relationship to household head(%)**

	Rakai	Wakiso	Mbale
Head	17.4	16.3	17.8
Spouse	11.8	12.0	12.5
Son/Daughter	52.4	54.3	52.9
Others	18.4	17.4	16.8
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

## 3.4 Current Activity status of household members

The extent and magnitude of the employment problem has long been recognized as a serious issue in the country's efforts to reduce poverty. The baseline Survey provides estimates of labour market indicators (LMI) such as employment status, industry, occupation and hours worked.

### 3.4.1 Status in employment

Employment status is broadly categorized into six groups, working for someone for pay, employer, own account worker, helping without pay in a household business, apprentice, and working on a household farm. Existence of a sizeable proportion of self employed persons can be an indication of low growth in the formal economy and high rate of job creation in the informal economy. A situation where a large proportion of the employed is constituted by unpaid family workers is a probable indicator of poor development, limited job creation, widespread poverty and often a large rural economy<sup>5</sup>.

Table 3.5 shows that the proportion of paid employees is highest in Wakiso district (22 percent) and lowest in Rakai (15 percent). The trend is similar for the self employed i.e. employers and own account workers. Fifty eight percent of the working persons were on household farm in Rakai district, while the proportion for Wakiso district was 48 percent.

<sup>5</sup> ILO, Key Indicators of Labour market-3rd edition, 2003

**Table 3.5: Employment Status of Working Population 14-64 years (%)**

	Rakai	Wakiso	Mbale
Paid employees	15.1	21.7	17.1
Employer	1.5	3.2	1.7
Own account worker	20.0	22.4	21.0
Helping without pay in household business	4.5	4.5	6.6
Apprentice	1.0	0.4	0.3
Working on household farm	57.9	47.8	53.2
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 3.4.2 Industry of employment

The distribution of the employed population into sectors provides an insight into a number of issues related to the labour market in Uganda. Agriculture was the dominant sector in the three focus districts. This was followed by those in trade sector of about 10 percent, 9 percent and 11 percent respectively. There are variations in the distribution of various sectors where people were engaged across the districts.

**Table 3.6: Distribution of employment of working population 14-64 years by industry**

Industry	Rakai	Wakiso	Mbale
Agriculture	67.5	59.4	66.1
Trade	9.7	9.1	11.0
Construction	2.3	1.7	2.2
Manufacturing	3.7	6.7	4.2
Transport storage and communication	2.0	3.3	2.9
Hotels and restaurants	2.5	3.1	1.1
Other community, social and personal services	2.3	3.7	3.2
Education	2.7	3.0	3.0
Fishing	0.8	1.3	1.3
Health and social work	1.5	2.6	0.9
Others	5.0	6.1	4.1
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 3.4.3 Occupation structure

The distribution of the workforce in different occupations is presented in Table 3.7. The Table reveals that persons employed in agriculture accounted for the largest single proportion of the total employment in Rakai (69%), Wakiso (61%) and Mbale (67%) districts. The second highest proportion for all districts was for service workers which accounted for about 13 percent. The more skilled occupations such as professionals and technicians together accounted for only about 5 percent in Rakai and Mbale districts and 7 percent in Wakiso district.

**Table 3.7: Distribution of the of working population 14-64 years by occupation**

<b>Occupation</b>	<b>Rakai</b>	<b>Wakiso</b>	<b>Mbale</b>
Agricultural and fisheries workers	68.6	60.9	67.3
Service workers	11.2	13.1	12.6
Craft and related workers	4.9	7.6	4.5
Elementary occupations	6.4	6.9	6.9
Technicians and Associate Professionals	3.8	3.5	3.4
Plant and machine operators	1.3	2.8	1.1
Professionals	1.5	3.5	1.8
Clerks	0.6	0.4	0.3
Not stated	1.7	1.3	2.1
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 3.5 Characteristics of dwelling units

The survey defined a dwelling as a building or a group of buildings in which the household lives. It can be a hut, a group of huts, a single house, a group of houses, an apartment and several one-room apartments among others.

#### 3.5.1 Type of dwelling unit

Table 3.8 shows that households residing in independent dwelling units were above 70 percent in all the three districts. About 26 percent of the households in Wakiso district were residing in tenements while only 3 percent of the households in Rakai district resided in huts.

**Table 3.8: Distribution of Households by characteristic of dwelling Units (%)**

<b>Characteristic of dwelling unit</b>	<b>Rakai</b>	<b>Wakiso</b>	<b>Mbale</b>
<b>Type of Housing unit</b>			
Independent house	83.1	70.9	71.9
Tenement (muzigo)	12.3	26.3	24.3
Hut	2.6	0.2	1.4
Others	2.0	2.6	2.4
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Occupancy Tenure of dwelling unit</b>			
<b>Owned</b>	<b>84.4</b>	<b>67.2</b>	<b>71.6</b>
<b>Rented</b>	<b>11.9</b>	<b>28.5</b>	<b>27.0</b>
<b>Free</b>	<b>0.6</b>	<b>3.4</b>	<b>0.4</b>
<b>Others</b>	<b>3.1</b>	<b>0.9</b>	<b>1.0</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 3.5.2 Occupancy tenure of dwelling units

Occupancy tenure refers to the arrangements under which the household resides in a dwelling. The arrangements include renting, owner occupancy and dwelling supplied free. Ownership of a dwelling unit represents security of tenure of a household. Table 3.8 shows that a large percentage of households (67% and above) lived in their owner-occupied dwellings while 12 percent rented in Rakai district, and 29 percent in Wakiso district.

### 3.6 Rooms used for Sleeping

The child labour baseline survey collected information on the number of rooms that household members used for sleeping. The results in Table 3.9 below shows that more than one third of households had only one room used for sleeping in Wakiso and Mbale districts. Three quarters of the households in Mbale district had a maximum of two rooms for sleeping.

**Table 3.9: Distribution of Households by Number of rooms used for sleeping (%)**

Number of Rooms used for sleeping	Rakai	Wakiso	Mbale
One	26.2	38.1	35.7
Two	33.6	27.3	40.3
Three	29.7	24.8	17.9
More than three	10.5	9.8	6.1
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 3.7 Domestic energy sources

The types of energy and technology used for domestic cooking and lighting purposes have an impact on the health of household members and the environment around them. 'The lack of clean fuels has a direct impact on rural households which depend on wood and charcoal for cooking.'<sup>6</sup> The technology that is used in cooking impacts on both indoor and environmental pollution. One of the targets of Millennium Development Goal 7 is to integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources such as forests and trees.

#### 3.7.1 Main Source of cooking fuel

Table 3.10 reveals that 90 percent and 63 percent of the households in Rakai and Mbale districts depended on firewood for cooking respectively. About 46 percent of the households in Wakiso

<sup>6</sup> United Nations 2005, The Millennium Development Goals Report

district used mainly charcoal for cooking. Overall, about 98 percent of the households depended on wood fuel for cooking purposes which is a challenge to achieving the MDG targets and promotion of environmental sustainability.

**Table 3.10: Percentage distribution of households by main source of cooking and lighting fuel by district, Uganda 2009**

Main source of cooking fuel	District		
	Rakai	Wakiso	Mbale
Firewood	89.6	52.2	63.4
Charcoal	9.5	46.2	36.0
Others	0.9	1.6	0.6
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Main source of lighting fuel</b>			
Paraffin	91.5	55.7	78.4
Electricity	5.6	42.2	15.7
Others	2.9	2.1	5.9
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 3.7.2 Main Source of lighting fuel

The majority of the households 92 percent and 78 percent used paraffin for lighting in Rakai and Mbale districts respectively. The paraffin includes those using Tadooba<sup>7</sup> or kerosene lanterns. About 42 percent of households used electricity as the main source of lighting in Wakiso district, but the proportion was only 6 percent in Rakai district.

### 3.8 Source of Water for Drinking

Goal 7 of the MDGs aims among others at halving the proportion of the population without sustainable access to safe drinking water.

The child labour baseline survey collected information on the main sources of water that household members drink. Safe water sources were regarded as taps, boreholes, protected springs and gravity flow schemes. The rest of the sources were considered to be unsafe.

The results show that over 90 percent of all households had access to safe water sources in Wakiso and Mbale districts. The proportion is only 29 percent for Rakai district and it is consistent with that of the 2002 UPHC.

<sup>7</sup> A locally made simple paraffin candle

**Table 3.11: Distribution of Households accessing safe water (%)**

	Rakai	Wakiso	Mbale	National (UNHS 2005/06)
<b>Child Baseline Survey</b>				
Safe	28.6	90.0	93.5	67.6
Unsafe	71.4	10.0	6.5	32.4
<b>2002 UPHC</b>				
Safe	29.5	76.6	61.3	60.9
Unsafe	60.5	24.4	28.7	29.1
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 3.9 Household's main source of livelihood

The majority of the households in Rakai and Mbale district were depending on subsistence farming as the main source of livelihood, 73 percent and 59 percent respectively. However Wakiso district had the highest proportion of households depending on employment income and business enterprise compared to the other two at about 40 percent and 25 respectively. Households are more likely to depend on remittances in Wakiso district than in Rakai district.

**Table 3.12: Distribution of households by main source of livelihood (%)**

	Rakai	Wakiso	Mbale
Subsistence farming	72.8	23.6	59.8
Employment income	12.2	39.7	19.0
Business enterprise	11.9	25.3	10.6
Remittances	0.9	7.3	5.2
Others	2.2	4.1	5.4
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>

# CHAPTER FOUR

## EDUCATION

### 4.1 Introduction

Education is one of the key sectors in any country whose aim is to maintain and sustain a high level of skilled manpower. Education and training leads to skills development which impacts on the level of productivity and income of the population. Likewise education enables the people to adapt and employ improved technologies, methods of organization and management which contribute to accelerating economic growth and enhances their incomes. In that regard therefore, Uganda recognized the need to develop the capacity of its population and introduced the Universal Primary education (UPE) in 1997. This programme created a tremendous impact which further led to the introduction of the Universal Secondary Education at the beginning of the financial year 2007/8.

This chapter presents a detailed analysis on the education characteristics of the household population and in particular the children. The broad picture on school enrolment, literacy, highest education attainment, and main reasons why children do not attend school regularly among others have been listed.

### 4.2 School enrolment

School enrolment is one of the activities that re-enforce the rate of understanding of pupils to enhance their academic performance. Table 4.1 below groups the population aged 5-17 years into 3 broad categories of enrolment. The findings indicate that 84 percent of children aged 5-17 years were enrolled in school in Rakai district, 92 percent in Wakiso and 89 percent in Mbale. About 12 percent of the population aged 5-17 years had never attended school in Rakai district as compared to 5 percent and 8 percent in Wakiso and Mbale districts respectively. There were no marked differentials by sex in the proportions of children aged 5-17 years who had never attended school in all districts.

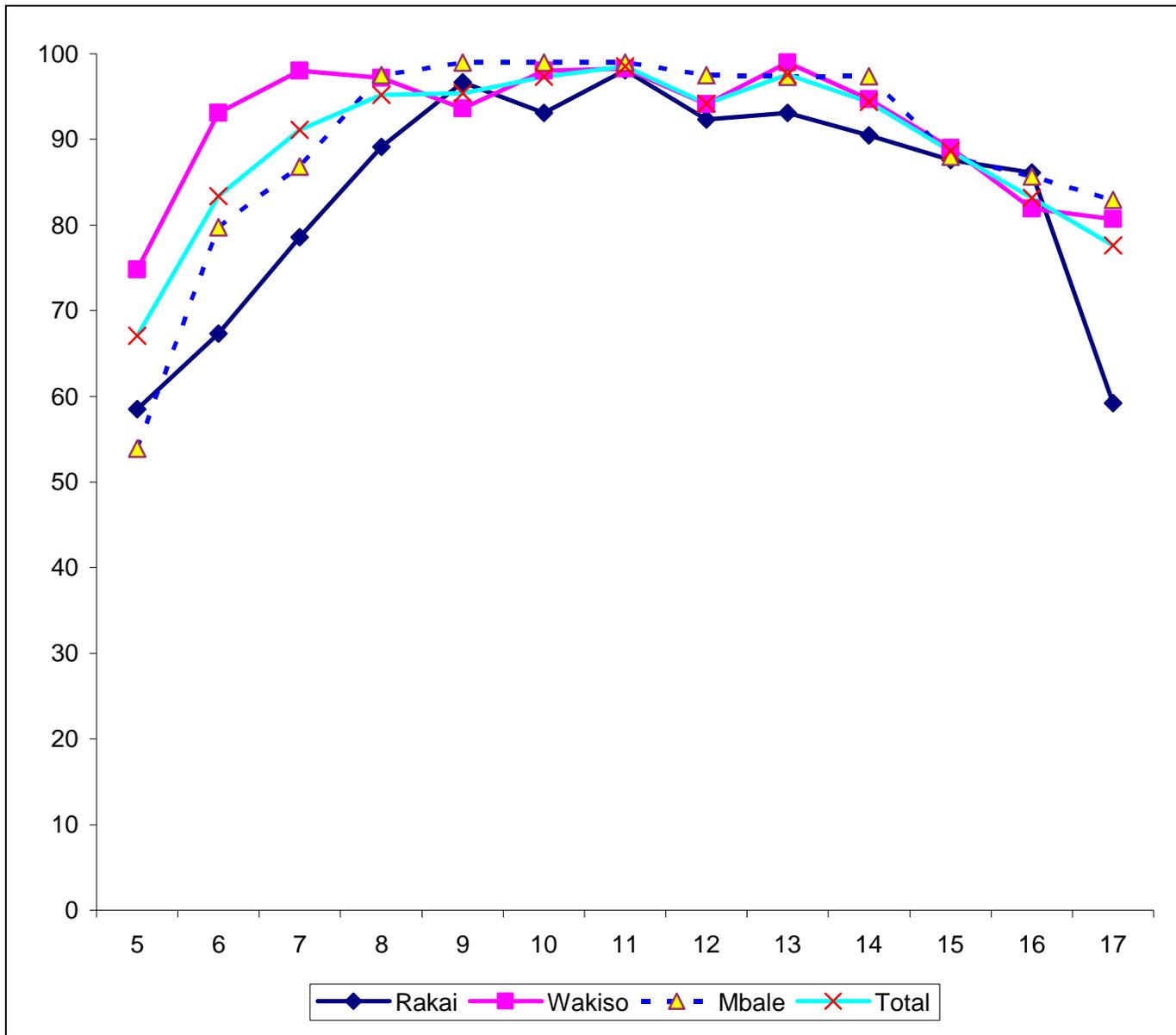
**Table 4.1 School enrolment status of children aged 5-17 years**

District/Sex	Currently enrolled	Not enrolled (ever attended school)	Never attended	Total
<b>Rakai</b>	<b>83.9</b>	<b>4.5</b>	<b>11.7</b>	<b>100</b>
Male	83.3	4.6	12.1	100
Female	84.4	4.4	11.2	100
<b>Wakiso</b>	<b>91.7</b>	<b>3.4</b>	<b>4.8</b>	<b>100</b>
Male	90.8	3.3	5.9	100
Female	92.7	3.6	3.7	100
<b>Mbale</b>	<b>89.0</b>	<b>3.3</b>	<b>7.7</b>	<b>100</b>
Male	89.1	3.3	7.7	100
Female	89.0	3.3	7.8	100
<b>Focus districts</b>	<b>89.5</b>	<b>3.6</b>	<b>6.9</b>	<b>100</b>
Male	88.9	3.5	7.6	100
Female	90.1	3.7	6.2	100

**4.2.1 Age Specific Enrolment rates**

Figure 4.1 below shows school enrolment rates among children aged 5-17 years by the age of the child. The results indicate that among children aged 7 years during the survey, 11 percent of them were not enrolled in Rakai district with the corresponding proportions for Wakiso district and Mbale district being 2 percent and 13 percent respectively. The findings seem to reveal that generally enrolment rates increase and peaks between ages 9-11 before decreasing after age 15.

Figure 4.1: Age specific enrolment rates by district for children aged 5-17 years



### 4.3 Primary School Enrolment Ratios

There are two commonly used ratios to monitor enrolment in primary schools i.e primary school Gross Enrolment Ratio (GER) and the Net Enrolment Ratio (NER). The primary school gross enrolment ratio is the proportion of the total population enrolled in primary schools to the population aged 6-12 years (official primary school going age). The net enrolment ratio on the other hand is the proportion of the population aged 6-12 years which is enrolled in primary schools to the total population in the same age group. The Gender Parity Index (GPI) measures gender differences and is the proportion of the female GER to the male GER. MDG No.2 on

education aims to ensure that by 2015 all children of both sexes will be able to complete a full course of primary education.

#### 4.3.1 Primary school Gross Enrolment Ratio (GER)

Table 4.2 below indicates that Mbale had the highest GER of 122 and Rakai and Wakiso had almost similar GERs of 111 and 114 respectively. The GER for males were consistently higher than those for females across all districts.

**Table 4.2 Primary school gross enrolment rates and gender parity by sex and district**

<b>Sex</b>	<b>Rakai</b>	<b>Wakiso</b>	<b>Mbale</b>	<b>Total</b>
<b>Male</b>	118.7	115.9	122.6	117.7
<b>Female</b>	104.5	111.1	120.6	111.1
<b>Total</b>	111.0	113.7	121.6	114.4
<b>GPI</b>	0.88	0.96	0.98	0.94

The findings indicate that Rakai district had the lowest GPI of 0.88 and Mbale the highest of 0.98.

#### 4.3.2 Primary School Net Enrolment Ratio

Mbale district had the highest NER of 93 percent and Rakai the lowest of 86 percent, implying that 07 and 14 percent of the official primary school going population were not in school in Mbale and Rakai respectively. The high levels of GER compared to the NER points to the existence of children outside the official primary school going age being enrolled in primary schools. These are usually the over-age children.

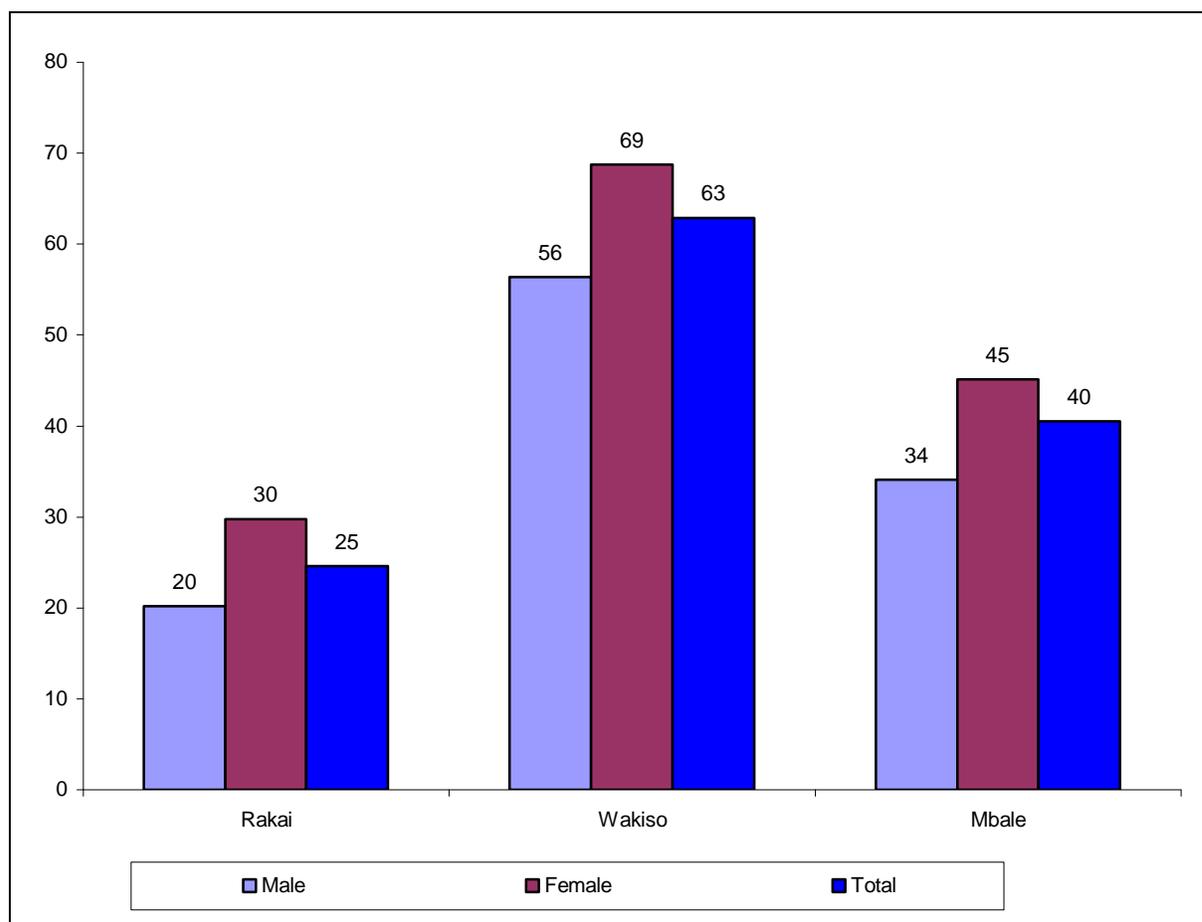
**Table 4.3: Primary school net enrolment rates by sex and district**

<b>Sex</b>	<b>Rakai</b>	<b>Wakiso</b>	<b>Mbale</b>	<b>Total</b>
<b>Male</b>	83.9	91.6	92.8	89.4
<b>Female</b>	87.9	90.1	93.1	90.2
<b>Total</b>	86.0	90.9	92.9	89.8
<b>GPI</b>	1.05	0.98	1.00	1.01

#### 4.4 Secondary School Net Enrolment Ratios

The Uganda Government introduced Universal Secondary Education (USE) in 2007 with the aim of accelerating secondary school enrolment. The secondary school Net Enrolment Ratio (NER) is the proportion of the secondary school age population (13-18 years) that is enrolled in secondary schools. Among the three districts, the NERs were highest in Wakiso district (63 percent) and lowest in Rakai at 25 percent. There were slight differentials in secondary school NERs by sex

**Figure 4.2: Secondary School Net Enrolment ratios by district and sex**



#### 4.5 Age at first primary school attendance

Attending school at the right age is among the main factors that is used to determine when a child should start schooling. The Ministry of Education and Sports recommends that a child should 1<sup>st</sup> attain the age of 6 years before commencing primary school. Table 4.4 shows the distribution of the mean age at commencement of primary school attendance by district. The information indicates that on average children start primary when they are 6 years and above. Girls start

school at a slightly earlier age than the boys in the three districts surveyed. The median age at first primary school attendance was 6 years (not shown in the table).

**Table 4.4 Age at first primary school attendance**

District	Mean Age		
	Male	Female	Total
Rakai	6.5	6.3	6.3
Wakiso	6.6	6.3	6.5
Mbale	6.3	6.2	6.3
Total	6.5	6.3	6.4

#### **4.6 Education Attainment**

The child labour baseline survey collected information on the highest level of education attainment among children in the age group 5-17 years. However, analysis in this section is limited to children 6-17 years because the official minimum primary school going age is 6 years.

The likelihood of completing primary education among the 15-17 year olds is much greater in Wakiso district as compared to the other two districts. More than half (57 percent) of the population aged 15-17 years in Rakai district, 17 percent in Wakiso district and 402 percent in Mbale district had not completed seven years of primary school. This needs focus since the official primary school going age is 6-12 years and hence by age 15 a child is expected to have completed primary education. There were minimal variations by sex in education attainment.

**Table 4.5: Percentage distribution of the population aged 6-17 years by highest level of education attainment, district and sex**

Highest Education Attainment	Rakai				Wakiso				Mbale			
	6-9	10-14	15-17	6-17	6-9	10-14	15-17	6-17	6-9	10-14	15-17	6-17
<b>Males</b>												
Never attended	18.0	1.6	1.3	7.2	4.2	0.5	0.0	1.6	5.8	0.0	0.7	2.3
Did not complete P1	41.4	4.2	1.3	16.4	20.6	1.4	0.0	7.2	9.8	0.5	0.0	3.8
Incomplete primary	40.6	89.6	58.6	67.0	75.2	76.8	23.6	65.1	<b>84.4</b>	<b>90.3</b>	<b>48.6</b>	<b>80.2</b>
Complete Primary	0.0	2.9	14.9	4.2	0.0	12.6	13.6	8.8	0.0	5.4	15.0	5.2
Incomplete secondary	0.0	1.7	23.9	5.2	0.0	8.7	61.1	17.0	0.0	3.9	35.7	8.5
Complete secondary	0.0	0.0	0.0	0.0	0.0	0.0	1.7	0.4	0.0	0.0	0.0	0.0
<b>Females</b>												
Never attended	12.0	3.0	0.9	6.2	1.7	1.0	0.0	1.0	6.3	0.0	1.2	2.4
Did not complete P1	45.8	2.4	0.4	19.2	15.9	0.9	0.0	5.6	7.6	0.0	0.0	2.6
Incomplete primary	42.7	88.3	51.0	63.7	82.4	60.9	11.4	56.1	86.0	84.1	34.9	74.0
Complete Primary	0.0	3.5	17.5	4.6	0.0	20.4	10.9	11.4	0.0	6.5	18.4	6.9
Incomplete secondary	0.0	2.9	30.3	6.2	0.0	16.5	74.6	25.0	0.0	9.4	44.3	13.8
Complete secondary	0.0	0.0	0.0	0.0	0.0	0.3	3.1	0.9	0.0	0.0	1.3	0.3
<b>Total</b>												
Never attended	14.7	2.3	1.1	6.7	2.9	0.7	0.0	1.3	6.1	0.0	1.0	2.4
Did not complete P1	43.8	3.3	0.9	17.9	18.2	1.2	0.0	6.4	8.7	0.2	0.0	3.2
Incomplete primary	42.4	88.9	55.0	65.3	78.9	69.2	17.1	60.6	85.2	87.0	40.7	76.9
Complete Primary	0.0	3.2	16.1	4.4	0.0	16.3	12.2	10.1	0.0	6.0	17.0	6.1
Incomplete secondary	0.0	2.3	26.9	5.8	0.0	12.4	68.3	21.0	0.0	6.8	40.7	11.3
Complete secondary	0.0	0.0	0.0	0.0	0.0	0.2	2.5	0.6	0.0	0.0	0.7	0.2
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>								

#### 4.7 Reasons for leaving school

In spite of global efforts to ensure that by 2015, all children, boys and girls should be able to complete a course of primary schooling<sup>8</sup>, and in spite of Government's introduction of free primary education, the incidence of pupils dropping out before completing primary school still exists.

There are various reasons why children drop out of school. The child labour baseline survey asked for the main reason that leads to pupils leaving school.

<sup>8</sup> The United Nations Millennium Declaration, 2000

Table 4.6 reveals that lack of school requirements was the major reason for leaving school with 52 percent of the children reporting this as the major reason for leaving school. This was cross cutting across all districts of Rakai. Wakiso and Mbale with 65 percent, 52 percent and 46 percent respectively. Another serious reason the data revealed is that children have no interest in school with 14 percent for all the population. On comparing districts, Mbale district ranked highest with 29 percent, 11 percent for Wakiso and 8 percent for Rakai district. In Rakai district, the need to work on a family farm is also prominent being reported by 9 percent of the out of school children.

**Table 4.6: Main reason for children leaving school (%)**

Main reason for leaving school	District			
	Rakai	Wakiso	Mbale	Total
Lack of school requirements	64.6	51.9	46.0	52.1
Not interested in school	8.3	10.9	29.1	14.1
Due to Pregnancy	9.1	9.7	10.4	9.8
Disabled/illness	-	7.0	6.1	6.1
School Too far	-	7.1	-	5.0
School not safe	-	3.4	8.4	4.0
To work in a family business/farm	9.4	3.4	-	3.3
Help with household chores	-	3.4	-	2.4
Others	8.5	3.4	0.0	3.2
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

#### 4.8 Reasons for never attending school

Table 4.7 shows the distribution of all household persons aged 6 to 17 years who have never attended by reason for never attending school. About 46 percent of the children reported being too young as the main reason for never attending school followed by lack of school requirements (30 percent).

**Table 4.7 Reasons for never attending school (%)**

Reasons for never attending school	District			
	Rakai	Wakiso	Mbale	Total
Too young	57.3	26.9	54.2	46.2
No school requirements	25.6	41.8	17.0	29.9
Disabled/illness	7.1	21.6	19.4	14.1
Not Interested in scho	2.3	6.4	3.4	3.9
School too far	6.2	0.0	2.4	3.4
Education not consider	0.0	3.3	3.7	1.7
Others	1.6	0.0	0.0	0.8
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

#### 4.9 Absenteeism among Children

The performance of school going children is significantly affected by the number of times any pupil misses school in any given term. Therefore parents and teachers should endeavor to see that children attend school consistently if performance is to be improved. During the survey information was gathered on the number of days a child's school was open last week and the number of days the child attended school last week. All children who did not attend school days in the week preceding the survey were asked reasons why they missed school. Table 4.8 shows that overall Illness was the most common reason why children between 6 to 17 years miss school accounting for 28 percent of all the children. On the other hand, lack of school requirements ranks second as a common reason why pupils miss school with 22 percent. However there were wide variations in the pattern of reasons by district.

**Table 4.8: Reasons for Primary school children missing school 2009**

Reasons for missing school	Rakai	Wakiso	Mbale	Total
Illness	50.1	14.4	30.0	28.0
Lack of school requirements	14.4	28.4	9.9	22.0
Did not want to go	3.1	0.8	15.5	4.1
lack of School Uniform	3.2	0.0	16.7	3.9
Funeral/wedding	7.5	0.0	0.0	2.2
Any other work	1.2	0.0	9.2	2.0
No stationery	1.8	0.0	3.1	1.0
Domestic work	1.7	0.0	1.6	0.8
Mistreated at school	0.0	0.0	2.6	0.5
work for family	0.0	0.0	0.9	0.2
Others	17.1	56.4	10.7	38.9
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Number</b>	<b>21,808</b>	<b>42,869</b>	<b>13,303</b>	<b>75,460</b>

#### 4.10 Literacy

Literacy is defined as the ability to write meaningfully and read with understanding in any language. The baseline survey asked members of the household who were 5 years and above about their literacy status. Table 4.9 shows the distribution of the literacy status of the population aged 10 years and above from the three districts of Mbale, Rakai and Wakiso. Wakiso district had the highest literacy rates (among the population aged 10 years and above) at 90 percent while Mbale district recorded a literacy rate of 72 percent and Rakai district 71 percent. The findings further indicate that differences exist in the literacy rates for the three districts with Rakai ranking least with 71 percent.

**Table 4.9: Literacy rates for the population aged 10 years and above**

Age	Male			Female			Total		
	Rakai	Wakiso	Mbale	Rakai	Wakiso	Mbale	Rakai	Wakiso	Mbale
10-12	53.9	77.5	63.0	61.5	81.1	70.4	58.0	79.1	66.8
13-17	86.6	97.2	86.7	85.7	98.7	89.0	86.1	98.0	88.0
15-24	88.7	97.8	86.8	87.7	97.1	81.8	88.2	97.4	84.1
18 and above	76.3	94.5	75.0	62.4	86.6	57.4	68.6	90.1	66.0
<b>10 and above</b>	<b>74.6</b>	<b>91.7</b>	<b>75.7</b>	<b>67.0</b>	<b>89.1</b>	<b>67.9</b>	<b>70.6</b>	<b>90.3</b>	<b>71.6</b>

Activists have for a long time struggled to up lift girl education to the same level as boys but this has proved a challenge. Literacy between boys and girls is still an issue for global focus. Gender disparities still exist among male and female as indicated by table 4.9 above. Much as the difference is relatively small, there is a variation in the literacy status by gender with girls having lower literacy rates among the population aged 10 years and above across all the three districts. The girl illiteracy levels are seemingly high in Mbale and Rakai districts with 32 and 33 percent respectively of the girl population as being illiterate. This requires urgent attention if girls and boys are to have equal opportunities in the process of decision making. The literacy rate for the age group of 15-24 years was 97 percent in Wakiso district, 88 percent in Rakai and 84 percent in Mbale.

## CHAPTER FIVE

### INVOLVEMENT IN WORK ACTIVITIES

#### 5.1 Introduction

The survey collected information on economic activities performed by children over the previous seven days. In addition, information was collected on non-market activities performed by children in the week prior to the survey. This chapter covers both of these types of activities which are collectively referred to as work activities. Child workers constitute a particular policy concern, as they are most vulnerable to workplace abuses, and most at risk of work-related ill-health or injury. They are also most affected by compromised education.

#### 5.2 Children's Activity Status

Children's involvement in work is common in districts of Mbale, Rakai and Wakiso. About 35 percent of children aged 5-17 years, (about 337,000 children) were engaged in some economic activity (Table 5.1). The proportion was higher in Rakai (47%) and in Mbale (35%) districts where an estimated 118,000 and 69,000 children were engaged in economic activity respectively. Most working children are also students. Overall, about one quarter of the working children were also attending school. About 32 percent of working children aged 5-17 years in Rakai district are also in school, the proportion for Mbale was (24%). For Wakiso district, the proportion was 21 percent.

**Table 5.1: Child activity status, by District**

Child Activity Status	Rakai		Wakiso		Mbale		Focus districts	
	%	No.	%	No.	%	No.	%	No.
Involved in eco. activity only	14	35,654	7.7	39,646	11.3	22,116	<b>10.1</b>	<b>97,417</b>
Attending school only	39.8	101,329	54.1	280,209	48	94,209	<b>49</b>	<b>475,747</b>
Involved in eco. activity and attending school	32.7	83,198	21.1	109,241	24	47,114	<b>24.7</b>	<b>239,553</b>
Not involved in eco. activity and not in school	13.6	34,655	17.2	88,803	16.8	32,914	<b>16.1</b>	<b>156,372</b>
Total	100	254,837	100	517,900	100	196,353	<b>100</b>	<b>969,000</b>
Total eco. Active(i)	46.7	118,852	28.8	148,887	35.3	69,230	<b>34.8</b>	<b>336,970</b>
Total attending school <sup>(ii)</sup>	72.5	184,527	75.2	389,450	72	141,323	<b>73.7</b>	<b>715,300</b>

Notes: (i) Regardless of school attendance status; (ii) Regardless of economic activity status. A child is considered to be economically active if he or she spent at least one hour per week in work for "payment/non-payment, profit, family gain or own final use of consumption" or "did not work but had a job with assurance for returning."

Table 5.2 illustrates children's "transitions" from inactivity to school and work among the children aged 5-17 years. At age six, the first year of primary schooling, only 74 percent of children are enrolled in school, primarily the product of late entry. School attendance rises for subsequent age cohorts, peaking at 95 percent at age 13 years. The proportion of children studying exclusively, unobstructed by the pressure of work, peaks at the age of eleven (71 percent). The Table also shows that as children drop out school the enter work. At the age of 17 years about 14 percent of the children are working only.

**Table 5.2 :Child activity status, by child age**

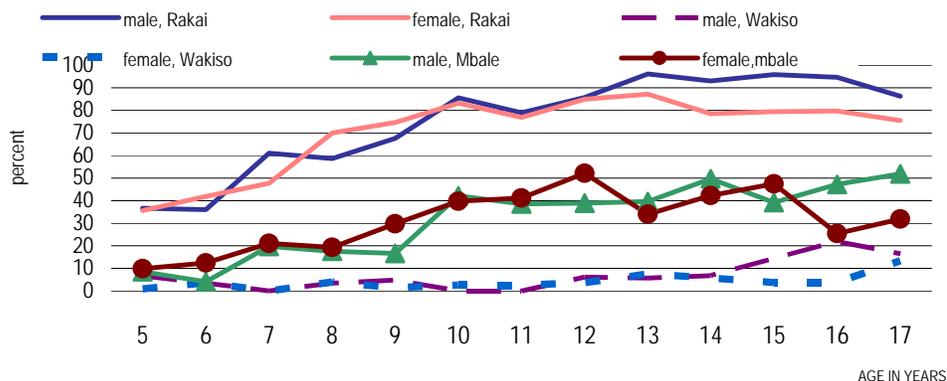
Age in years	Work only	School only	econ. Activity and school	neither
6	4.8	64.5	9.5	21.2
7	4.6	71.0	12.6	11.7
8	3.4	70.1	19.2	7.3
9	2.5	68.9	19.7	8.9
10	3.8	67.3	25.7	3.2
11	1.8	70.7	20.6	6.9
12	5.2	60.0	28.0	6.8
13	1.9	68.5	26.3	3.3
14	5.0	62.3	26.6	6.1
15	8.1	58.3	24.4	9.2
16	10.5	58.9	19.4	11.2
17	13.8	58.8	16.0	11.4

Notes: (1) "Economically active" refers to all children in economic activity, regardless of school status; (2) "Attending school" refers to all children attending school, regardless of work status.

### 5.2.1 Gender-based differences in involvement in economic activity

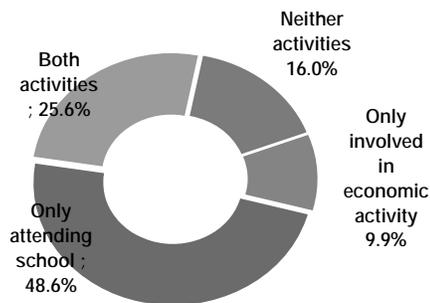
There is a difference in economic activity patterns of boys and girls as they grow older. The share of boys and girls engaging in economic activity varies little by sex. . Figure 5.1 shows that the share of girls and boys engaging in economic activities increases with age in the same proportion regardless of sex of the child up to the 13 years. The share of boys engaged in economic activities increases faster as compared to girls after age 13 years. This probably girls are left at home to do domestic work while boys go out to look for work.

**Figure 5.1: Children's involvement in economic activity, by age, sex and district**

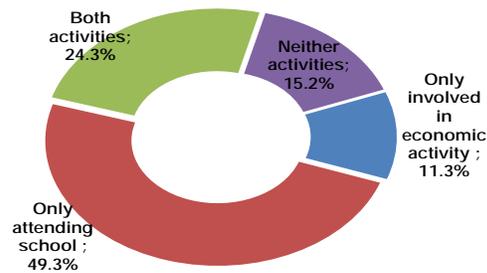


Another way of viewing children’s involvement in work and schooling is by disaggregating the child population into four non-overlapping activity groups – children only engaged in economic activity, children only attending school, children combining school and economic activity and children doing neither. This desegregation shows that 26 percent of the boys 5-17 year-olds work and attend school at the same time, while only 10 percent work in economic activity without also going to school. Among the girls aged 5-17, nearly half attend school only, while 11 percent work only.

**(a) Boys**



**(b) Girls**



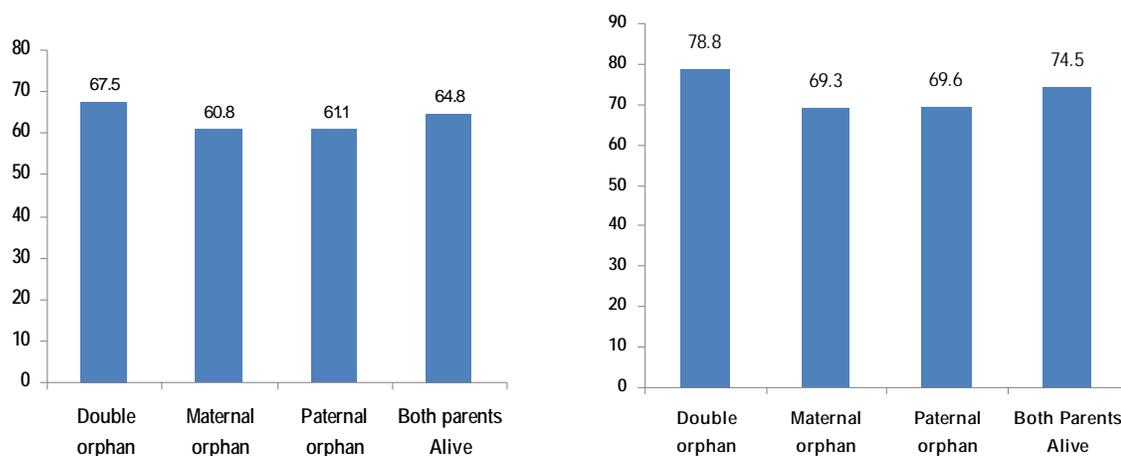
**5.2.2 Orphan hood and involvement in economic activity**

Orphans represent one of the vulnerable groups of children in Uganda and are recognized in both the Policy on Orphans and other Vulnerable Children and the National Strategic Plan on OVC.<sup>9</sup>

The large proportion of Ugandan children that have lost one or both of their parents raises the question of what impact orphan hood has on children’s time use. Figure 5.3 shows high rates of child economic activity among maternal orphans (43%) and least among children with both parents alive (24%). In Wakiso and Mbale districts, maternal orphans are more likely to be engaged in work only as opposed to their counterparts in Wakiso district (Table 5.3). It is important to note that the survey covered children living in households. It did not collect information on street children or other unconditional worst forms of child labour, where worst-off orphans are likely to be found. Therefore the linkage between orphan hood status and economic activity emerging from the survey descriptive data may be understated.

**Figure 5.2: Children’s activity by orphanhood status**

(a) Children engaged in economic activity      (b) Children in school



**Table 5.3: Children activity by orphan hood status, sex and district**

District/ Orphan		Work only	Study only	Work and study	No activitie s	Total	Total
						eco. active <sup>(i)</sup>	attending school <sup>(ii)</sup>
Rakai	Both Dead	11.0	37.4	31.2	20.4	42.2	68.6
	Only mother Dead	22.6	35.1	37.3	5.0	59.9	72.4
	Only Father Dead	17.8	29.9	40.2	12.1	58.0	70.1
	Both Alive	12.8	37.4	34.8	15.0	47.6	72.2
Wakiso	Both Dead	7.6	64.7	20.6	7.1	28.2	85.3
	Only mother Dead	14.9	57.7	11.2	16.2	26.1	68.9
	Only Father Dead	10.6	53.0	15.2	21.2	25.8	68.2
	Both Alive	8.7	55.2	20.6	15.5	29.3	75.8
Mbale	Both Dead	13.7	62.4	12.4	11.5	26.1	74.8
	Only mother Dead	16.0	46.6	19.3	18.1	35.3	65.9
	Only Father Dead	13.9	42.0	30.8	13.3	44.7	72.8
	Both Alive	9.3	49.2	24.8	16.7	34.1	74.0
Rakai	Non-orphan	12.8	36.4	34.8	15.0	47.6	71.2
	Orphan	16.6	33.1	37.0	12.3	53.6	70.1
Wakiso	Non-orphan	8.7	55.2	20.6	15.5	29.3	75.8
	Orphan	10.2	57.3	16.4	16.1	26.6	73.7
Mbale	Non-orphan	9.3	49.2	24.8	15.6	34.1	74.0
	Orphan	14.3	48.0	23.8	13.8	38.1	71.8

### 5.2.3 Involvement in non-economic productive activity (Care Labour)

Economic activity is not the only form of work that children can perform. An even larger proportion of children are engaged in non-economic activities, specifically the household chores. This form of work falls outside the international System of National Accounts (SNA) production boundary and is typically excluded from published estimates of child labour. An estimated 67 percent of 5-

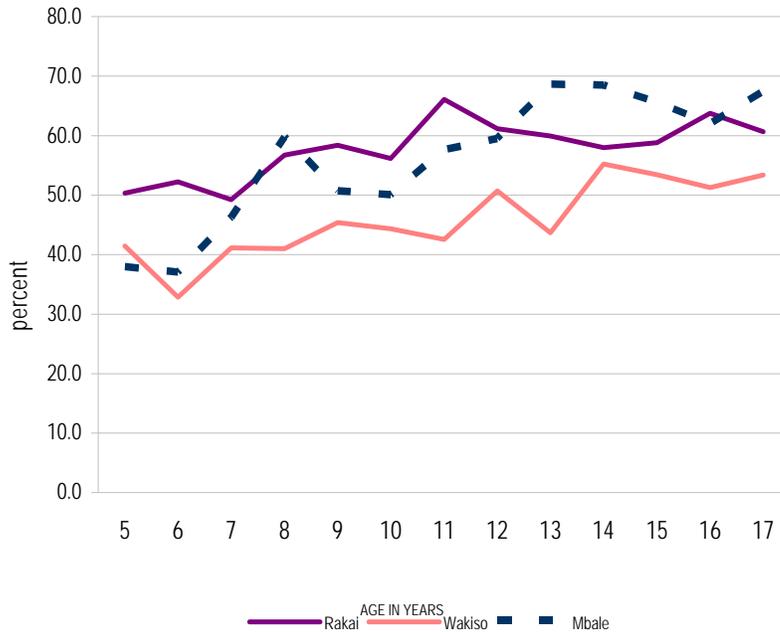
17 year-olds was engaged in housekeeping activities or household chores.<sup>10</sup> Involvement in household chores tends to start at an earlier age than economic activity. There is no notable difference between girls and boys in performing household chores. Between districts, Wakiso district had less children engaging in household chores compared to their counterparts in Rakai and Mbale districts (Table 5.4).

**Table 5.4: Distribution of 7-17 year-olds by activity category, including involvement in household chores by sex, age and district**

Age	Rakai			Wakiso			Mbale		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
7	71.9	74.7	73.2	49.6	51.9	50.8	60.3	61.8	61.1
8	69.5	81.5	75.5	54.5	32.4	42.6	69.8	67.9	68.8
9	81.3	79.7	80.6	52.0	66.5	60.1	51.0	63.1	57.1
10	74.8	78.1	76.6	48.7	67.0	56.8	62.7	75.8	69.4
11	80.8	71.5	76.2	49.0	62.1	55.3	65.0	74.1	70.5
12	79.7	91.6	85.0	53.9	66.5	59.8	68.4	88.6	78.2
13	88.8	79.3	83.8	70.8	69.0	69.9	81.7	76.7	78.7
14	73.0	83.4	77.8	57.7	81.9	71.6	77.9	74.8	76.1
15	77.9	90.1	83.8	71.6	65.7	68.4	82.0	79.0	79.3
16	75.2	86.8	80.0	65.5	54.7	59.0	75.7	81.7	80.2
17	89.6	86.6	87.9	74.2	53.7	63.4	77.7	93.5	79.1
<b>Total</b>	<b>87.3</b>	<b>84.2</b>	<b>85.7</b>	<b>56.8</b>	<b>59.7</b>	<b>58.3</b>	<b>67.1</b>	<b>73.6</b>	<b>70.6</b>

<sup>10</sup> The survey only identify children involved in the following four activities: fetching water; collecting firewood; cooking for the household; taking care of children and the elderly

**Figure 5.3: Children’s involvement in household chores by age and residence**



Note. (1) Children in household chores (including water and firewood collection), household chores

**5.2.4 Children’s total involvement in work**

The discussion of children’s time use considers their involvement in school, economic activity or both. This more complex – but also more complete – picture of children’s activities is depicted in Table 6.4. The most striking finding when children’s activities are looked at in this way is the high percentage of children performing economic activity and household chores *and* attending school. More than half of the children aged 5-17 years in Rakai district combine these three activities. The combination has negative consequences on their time for study, rest and leisure. The equivalent percentage is low in Mbale (21 percent) and very low in Wakiso (13 percent).

Only 24 percent of children in the focus districts are able to attend school unencumbered by any form of work responsibilities, while a large percentage (40 percent) combine school and household chores. Wakiso district (35%) had the highest percentage of children able to attend school unencumbered by any form of work responsibilities

**Table 5.5: Distribution of 5-17 year-olds by activity category, including involvement in household chores**

Activity category	Rakai	Wakiso	Mbale	Total
economic activity (but no school no HH chores)	2.2	0.8	1.2	1.2
economic activity and school (but no HH chores)	5.0	0.2	2.9	1.8
economic activity and school and HH chores	53.0	3.0	20.8	17.7
Inactive (no economic activity, no HH chores and no school)	5.3	6.0	4.1	5.5
HH chores (but no economic activity and no school)	3.8	4.8	9.7	5.5
HH chores and school (but no economic activity)	13.5	49.2	43.3	40.0
HH chores and economic activity (but no school)	10.2	1.3	5.1	4.1
School (but no economic activity and no HH chores)	7.1	34.6	12.9	24.3

Children's involvement in economic and non-economic activities needs to be combined for a measure of children's total participation in work. Developing such a combined measure, however, is not straightforward, as it requires decisions concerning how a unit of time in non-economic activity should be weighted vis-à-vis a unit of time in economic activity. This remains an area of some debate, as underlying it is the question of whether housework has similar implications on child welfare as work in economic activity.<sup>11</sup>

Table 5.6 provides estimates of children's total involvement in work by simply combining involvement in economic activity and household chores as defined in the survey questionnaire (Annex I), i.e., children performing some form of economic activity during the week prior to the survey and/or some time on household chores in the week prior to the survey. About 250,000 children in absolute terms, was involved in some form of work in last week. Of these 162,000 were from Rakai district.

<sup>11</sup> *In line with the international definition of employment, one hour spent on economic activity during the reference week is widely used as the threshold for classifying a child as economically active. But, a similar statistical standard for housework unfortunately does not yet exist. As housework is very common for both boys and girls, and some housework is considered a normal and even beneficial part of childhood in most cultures, the one hour per week threshold would seem too low for measuring housework involvement. But further research is needed on how time on housework affects health and education outcomes in order to determine what the appropriate time threshold should be.*

**Table 5.6: Distribution of 7-17 year-olds by activity category, including involvement in household chores by sex, age and district**

Age	Rakai			Wakiso			Mbale		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
7	79.7	88.8	84.3	49.5	46.9	48.0	74.6	82.8	78.6
8	86.0	87.6	86.8	70.8	52.8	62.3	89.5	76.6	83
9	85.1	97.1	91.8	65.2	66.4	65.8	75.5	83.6	79.7
10	96.9	94.5	95.6	67.0	67.3	67.1	95.5	91.5	93.6
11	94.8	94.9	94.9	69.8	64.3	67.5	91.5	90.9	91.2
12	98.1	95.1	96.7	75.2	60.7	69.1	85	96.2	90.9
13	100.0	96.1	98.2	68.8	73.1	71.0	83.7	88.8	86.3
14	96.9	97.1	97.0	60.2	64.4	62.4	90.2	90.4	90.3
15	96.7	87.1	91.6	63.0	63.2	63.1	87	88.1	87.7
16	98.2	89.6	94.5	74.0	57.1	65.4	89.3	79.4	84
17	96.3	80.3	88.4	63.5	57.4	60.2	85.8	97.4	92.3
<b>Total</b>	<b>88.1</b>	<b>87.3</b>	<b>87.7</b>	<b>62</b>	<b>56.8</b>	<b>59.4</b>	<b>81.4</b>	<b>84.4</b>	<b>83</b>

### 5.3 Characteristics of children's work

This section examines the characteristics of children's work, and how these may differ by sex, age and District. In particular it looks at three indicators - work sector, work modality and occupation – in an attempt to assess the degree to which there is specialisation among sub-groups in the occupations and jobs performed by children. This section also examines sex differences in number of hours worked in economic activities and household chores. The number of hours worked are important indicators of work intensity, and provide insight into the possible health and educational consequences of work.

#### 5.3.1 Children Sector of work

The majority of all the working children in the three focus districts are concentrated in the agriculture sector especially in the district of Rakai and Mbale. About 90 percent of total economically-active 5-17 year-olds in Rakai district work in agriculture, against 7 percent in services and just 2 percent in manufacturing. In Wakiso district, working children are involved in the service sector (10 percent) and agriculture sector (84 percent). There is little variation by age in the economic activities performed by children. Almost all economically-active children work on household farm, with little variation by age and district. In Wakiso district 9 percent worked as paid employees or contributing to family work.

**Table 5.7: Sector and modality of child economic activity, by child age, sex and place of residence**

Background characteristic	Sector	Sector				Total	Modality				Total
		Agriculture	Manufacturing	Services	Others		Paid Employee	self employed	Contributing family worker	Household farm	
Age	5year	84.8	6.1	7.2	2.0	100	9.6	3.0	5.1	82.3	100
	6years	86.3	5.0	8.0	0.8	100	4.1	5.3	11.0	79.7	100
	7 years	87.8	5.2	5.9	1.1	100	5.8	3.6	8.6	82.0	100
	8 years	86.6	3.2	9.1	1.2	100	4.6	7.1	11.1	77.3	100
	9 years	90.4	1.4	7.6	0.6	100	4.6	4.3	7.8	82.1	100
	10	84.5	0.4	11.1	1.1	100	5.9	9.4	6.5	78.3	100
	11	87.6	3.3	12.2	0.0	100	3.8	3.4	10.3	81.9	100
	12	85.0	1.9	9.8	0.7	100	6.3	4.6	14.1	74.7	100
	13	82.8	1.7	12.6	0.7	100	5.9	3.3	9.3	77.6	100
	14	83.8	3.7	12.8	0.8	100	8.9	9.1	7.6	71.8	100
	15	85.4	7.7	8.1	0.5	100	10.6	10.2	7.8	73.5	100
	16	88.7	2.0	8.0	1.3	100	7.9	2.3	7.8	80.9	100
	17	82.9	3.0	13.9	0.2	100	8.8	6.0	9.3	76.0	100
District	Rakai	90.3	1.6	7.4	0.7	100	4.7	3.4	5.7	85.5	100
	Wakiso	84.0	4.8	10.3	1.0	100	7.0	7.2	10.6	75.2	100
	Mbale	84.0	2.5	12.6	0.9	100	10.4	5.8	10.3	73.2	100

Working children are almost universally employed as agricultural and fisheries workers (85 percent). The other dominant categories include services and manufacturing, followed by crafts and related trades workers as well as elementary occupations at 4 percent and 3 percent respectively. Other occupations combined contributing less than 10 percent (table 5.8)

**Table 5.8: Occupations of children**

	Rakai	Wakiso	Mbale	Total
Professionals	0.0	8.0	0.0	0.9
Technicians and Associate professions	0.0	0.0	0.4	0.1
Clerks	2.3	8.9	4.6	3.5
Service Workers and Sales worker	93.8	38.0	89.5	86.5
Agriculture and Fisheries workers	0.3	22.8	0.3	2.8
Crafts and Related trades workers	0.3	1.4	0.6	0.5
Plant and Machine Operation	3.3	20.9	4.6	5.6
Elementary Occupations	0.0	8.0	0.0	0.9
Not stated	0.0	0.0	0.4	0.1
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 5.3.2 Work Place

Data was also collected on the place of work for the working children. One of the dimensions of Child Labour is the place of work. The results point to the fact that more than two-thirds of working children work in a plantation/ farm/ garden implying that these children are mostly engaged in subsistence farming (see table 5.9 below).

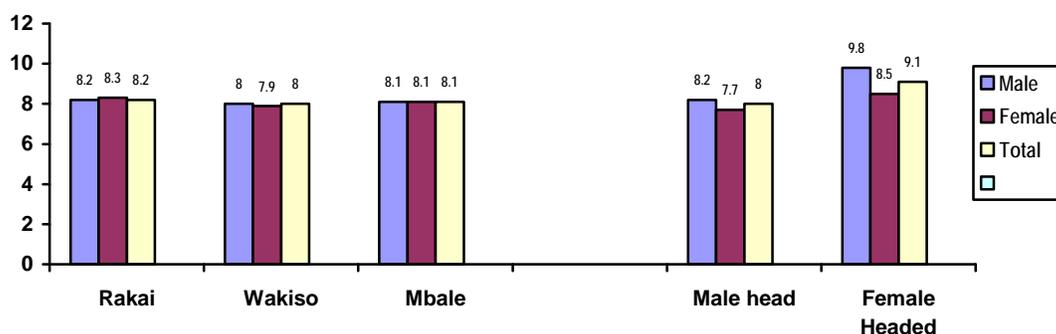
**Table 5.9: Place of work of children**

Place of work	Rakai	Wakiso	Mbale	Total
Plantation/farm/garden	74.4	67.1	57.2	67.8
At family dwelling	20.2	29.8	38.2	27.9
Shop/market/Kiosk	2.7	1.1	1.2	1.7
At employer's house	1.0	1.1	0.4	0.9
Construction site	0.7	0.7	0.5	0.6
On the street	0.0	0.3	1.0	0.3
Industry/factory	0.7	0.0	0.2	0.3
Quarrying site	0.0	0.0	0.7	0.2
Other, specify	0.5	0.1	0.3	0.3
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 5.3.3 Age at start of work

Figure 5.5 below shows that children in male headed households indicated that they started working on this activity at the age of 8 while those headed by female started working at the age of 9. There is notable gender disparity in the age of starting work as girls that work at early age as compared to boys. Mbale district children started working when they are around 7.9 years while those in Rakai district started working at the age of 8.4 years.

**Figure 5.4: Age at which children started working by sex and district**

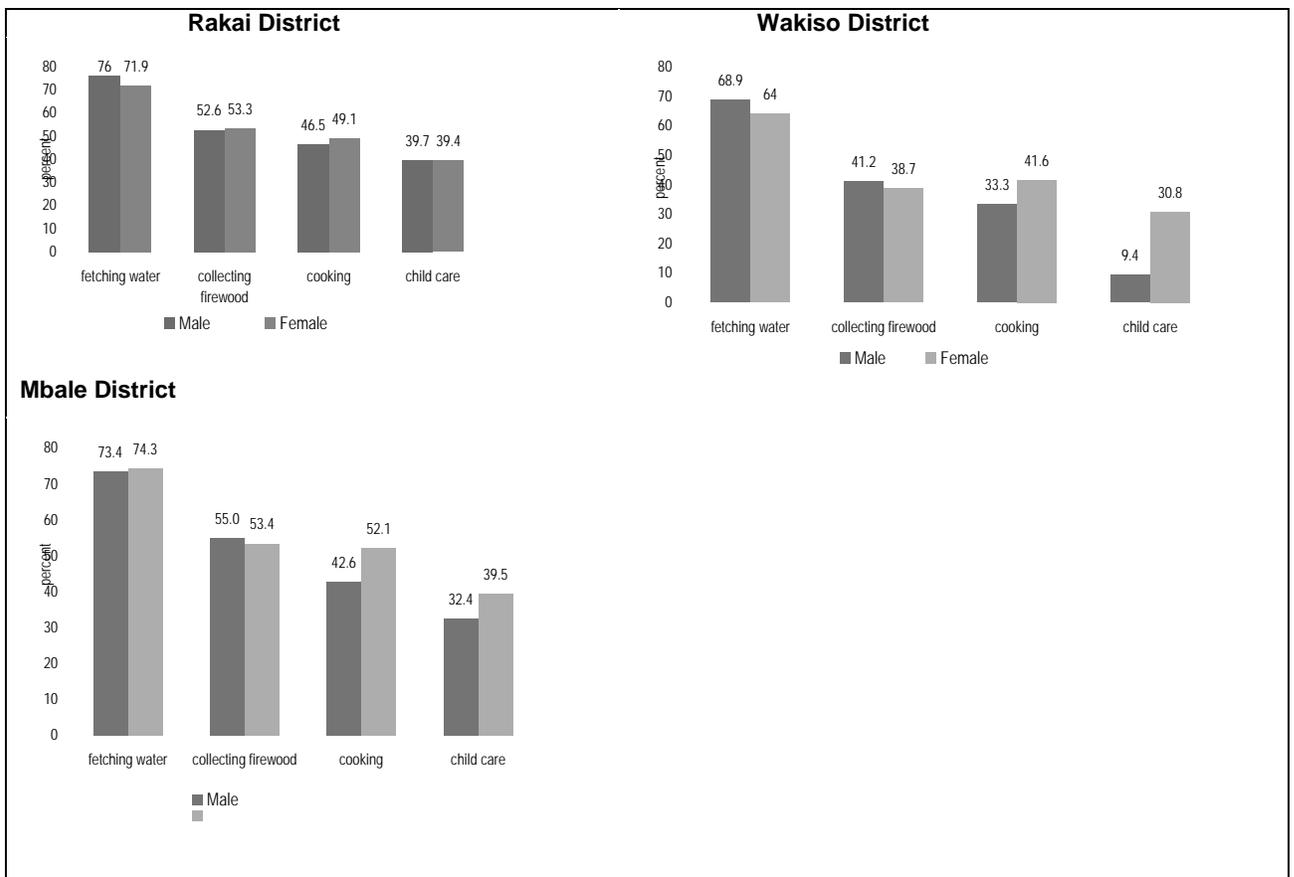


The survey asked households about involvement in four types of household chores during the week preceding the survey. Responses, shown in Figure (5.6a & 5.6b), indicate that among these four water fetching is the most important type of household chore carried out by children.<sup>12</sup>

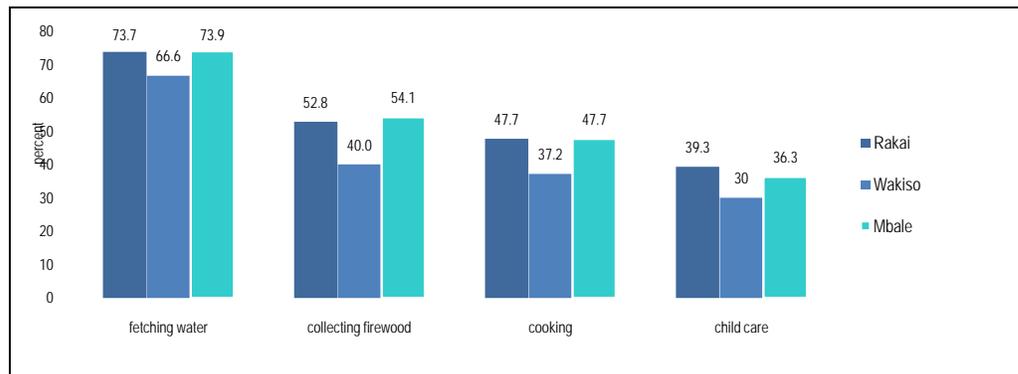
<sup>12</sup> It is worth noting that the technical classification of water fetching as an economic or non-economic activity remains an area of debate. A strict interpretation of the System of National Accounts (SNA) (rev. 1993) would place water fetching in the category of economic activity, and specifically own-account production (see Box 1 on terminology). However, in most published statistics on child economic activity and child labour, including ILO/IPEC global estimates, water fetching is not included as an economic activity.

However, collecting firewood, fetching water and cooking, are also commonly-performed forms of household chores. In Gender considerations appear to play a role in the allocation of housework tasks; girls are more likely to be assigned responsibility in all four categories. Girls are also more likely to have to perform several chores simultaneously.

**Figure 5.5a: Main types of “non-economic” activities performed by children, by sex and district**



**Figure 5.5b: Main types of “non-economic” activities performed by children, by sex**



#### 5.4 Work intensity

Economic activity is typically very time intensive for Ugandan children. This is of particular concern because working hours are an important indicator of the likely harm caused by work involvement. Economically active children aged 7-11 years perform an average of almost 14 hours of economic activity each week. The sub-group that combines economic activity and schooling must register less number of hours (12.4), underscoring the additional constraint that work places on children’s time for study. Work intensity increases with age, to 35.2 hours for the 12-14 years age range, and to 37.8 hours for the 15-17 years age range. Manufacturing work is more time intensive than work in Agricultural but less time intensive than work in services,(Table 5.10)

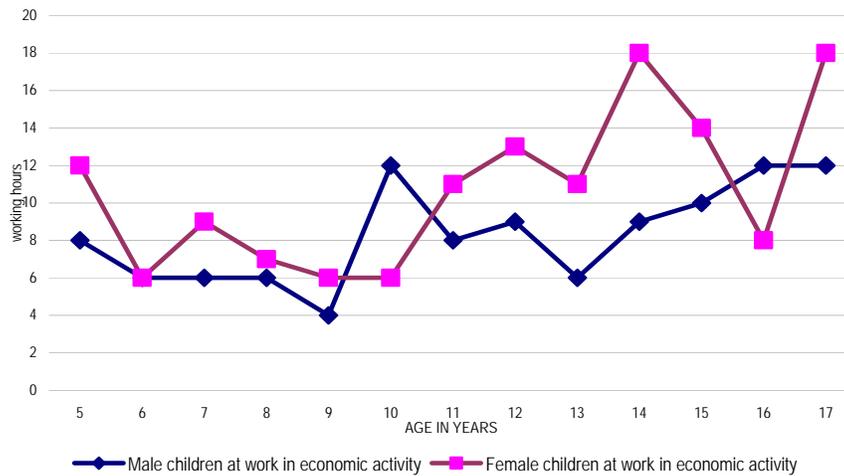
Paid employment and self-employment appear more time intensive than contributing family work, but again data limitations mean that this comparison should be seen as only suggestive. Boys’ work in economic activity is more time-intensive than that of girls across all ages (figure 6.7).

**Table 5.10: Average weekly working hours by working status, age group, industry and modality**

		7-11 years		12-14 years		15-17 years	
		Work only	Work and study	Work only	Work and study	Work only	Work and study
<b>Total</b>		<b>24.7</b>	<b>11.9</b>	<b>28.5</b>	<b>15.2</b>	<b>28.0</b>	<b>15.2</b>
Sector	Agriculture	16.1	8.7	20.2	11.9	19.5	13.0
	Manufacturing	60.8	14.3	42.5	30.4	19.1	34.8
	Services	55.6	49.6	66.5	37.7	64.1	35.8
Modality	Paid employ	50.4	61.7	73.2	31.9	61.4	41.5
	Self employed	45.6	37.4	53.9	54.3	50.0	59.5
	Contributing family workers	25.3	17.4	19.5	16.1	15.2	7.7
	Apprentice	18.0	-	-	19.1	-	-
	Household farm	17.4	8.7	15.8	11.3	16.4	11.0

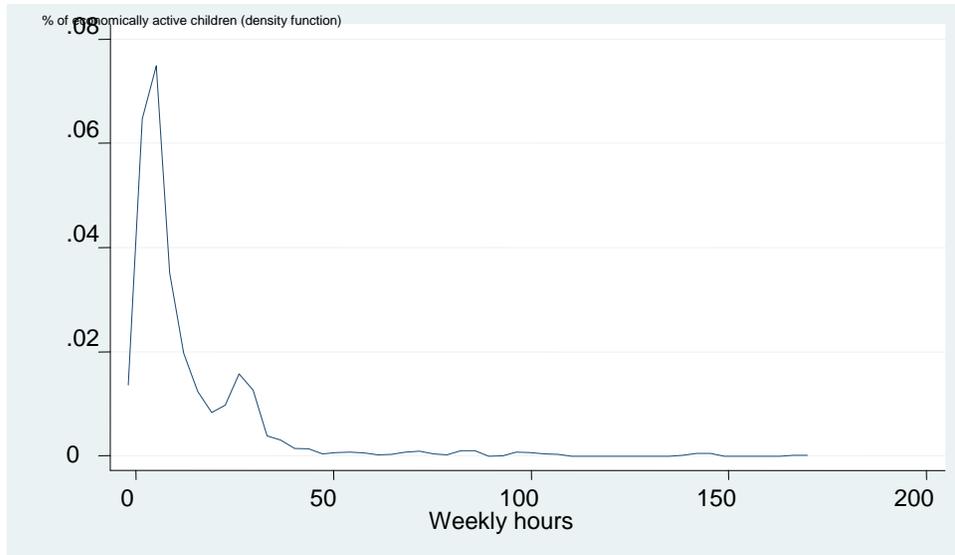
Full employment is assumed at a rate of 40 hours per week for an adult person. However Ugandan children are mainly engaged in the economic activities which are highly labour intensive. This leads to the children having to spend many hours at work which is likely to cause harm to their physical wellbeing.

**Figure 5.6: Median weekly working hours, by age and sex**



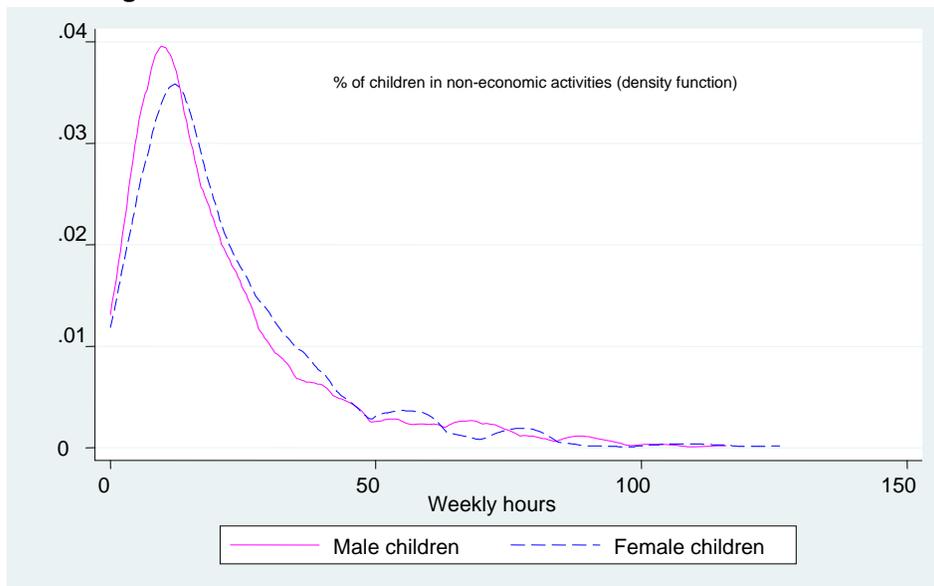
The distribution of working children by weekly working hours indicates that while most working children are concentrated in the range of 5-10 hours per week, there is also a significant proportion of children in the “tail” of the distribution performing exceptionally long working hours, i.e., 20 or more hours per week (Figure 5.7). These are among the worst off working children, as their work responsibilities completely preclude their rights to schooling, study, leisure and adequate rest. Their prolonged exposure to workplace risks also undoubtedly increases their susceptibility to work-related sickness and injury. It is also worth recalling that these figures do not include time spent in household chores. If the non-economic activities that many children must perform were also considered, the numbers of children working beyond the 50 hours per week threshold would undoubtedly be much higher.

**Figure 5.7: Distribution of economically active children aged 5-17 years by working hours change**



Non-economic activity also appears very time intensive, especially for female children.<sup>13</sup> Over 12 percent of female children aged 5-17 years performing non-economic activity do so for at least 28 hours per week, and about eight percent do so for at least 35 hours per week.

**Figure 5.8: Distribution of 5-17 year-olds performing non-economic activities, by weekly hours range and sex**

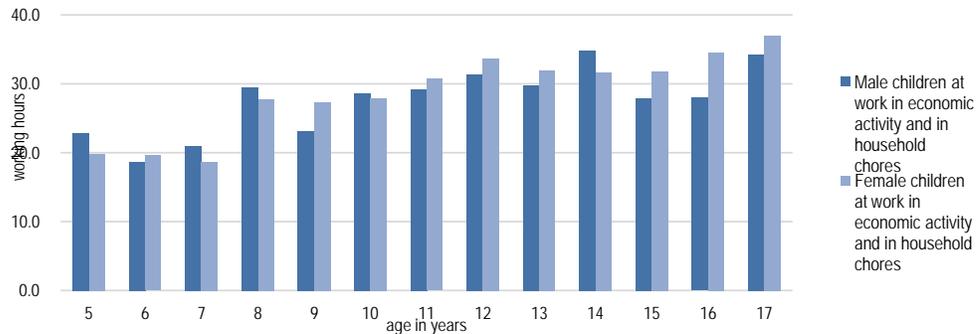


As discussed above, children perform both economic activity and household chores in different combinations and therefore it is necessary to consider hours in economic activity and household chores together for a more complete picture of the time intensiveness of work (figure 5.10). Particularly important in this context is the almost one-third of children performing double work duty, i.e., both household chores and economic activity simultaneously. Children aged 5-17 years

<sup>13</sup> However, the survey recorded working hours only for four non-economic activities.

from this group working an average of 11 hours per week on household chores put in an additional average of almost 11 hours per week on economic activity.

**Figure 5.9: Average weekly hours of children performing economic activity and household chores, by age and sex**



#### 5.4 Why children work

Information was collected from FGDs on why children engage in economic activities. The most single reason listed out as to why children engage in such activities was poverty in communities leading to inability afford school requirements. This was mentioned in the 10 out of the 11 FGDs.

Loss of parents (orphan hood) some due to HIV/AIDS was also mentioned as a big factor that contribute children's' work. The other major factor contributing to children's work was step parents who mistreat children, combined with separation of parents.

Other factors included children's love for money, not interested in schooling and food shortage at home. In addition peer pressure, ignorance, rebellious children, poor roads/terrain were each mentioned as why children work

#### 5.5 Child labour

In this study, "children's work", is used broadly to refer to all productive activities performed by children. Productive activities, in turn, are defined as all activities falling within the general production boundary, i.e., all activities whose performance can be delegated to another person with the same desired results. This includes production of all goods and the provision of services to others within or outside the individual's household.

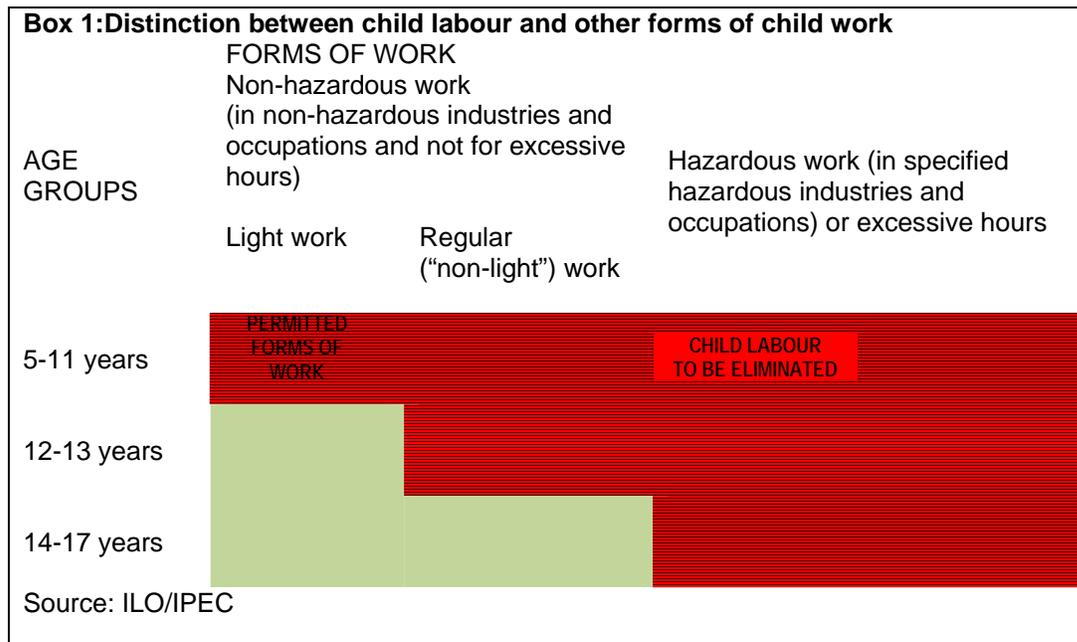
Child labour is measured basing on the National legislation and international conventions. For the purposes of this report children are child Labourers if they satisfy the following conditions:

- They are aged 5-11 years and they are at work

- They are aged 12-14 doing work other than 'light work' or who do work beyond 14 hours a week.
- Aged 15-17 involved in hazardous forms of labour
- Aged 15-17 and work an equivalent or beyond 43 hours in a week..

This section looks at the extent to which children's work constitutes "child labour", i.e., the extent to which work is injurious, negative or undesirable to children,<sup>14</sup> information critical for policy design and targeting purposes. Estimates of child labour are presented based to the extent possible on national child labour legislation.

Child labour legislation falls directly under the administration of the Ministry of Gender, Labour, and Social Development. The major labour laws are the Employment Act 2006, No. 6 and the Occupational Safety and Health Act No. 9, 2006. Section 32 (4) of the Employment Act (2006) and the child Labour policy prohibits the employment of children in any work that is injurious to the child's health, dangerous or hazardous or otherwise unsuitable. Section 32 (1) of the Act states that "... a child under the age of 12 years shall not be employed in any business, undertaking or workplace." Clause (2) of Section 32 states that "... a child under the age of 14 years shall not be employed in any business, undertaking or workplace, except for light work carried out under the supervision of an adult aged over 18 years, and which does not affect the child's education." The Occupational Safety and Health Act No. 9, 2006, provides for the inspection of work places, identification of hazards at the work place and other connected matters.



<sup>14</sup> Implicit in this distinction is the recognition that work by children *per se* is not necessarily injurious to children or a violation of their rights. Indeed, in some circumstances, children's work can be beneficial, not harmful, contributing to family survival and enabling children to acquire learning and life skills.

Therefore an estimate of child labour in this report (in accordance with national legislation), includes all at-work 5-11 year-olds, work for 12-13 year-olds except those in light work, and all 14-17 year olds in hazardous work or working excessive hours.<sup>15</sup> Based on the above definition, a total of 150,000 children were engaged in Child Labour. These constituted 15 percent of all children in the focus districts. About 83,000 children in Rakai district, 8,000 children in Wakiso and 24,000 children in Mbale districts follows below the absolute minimum working age of 12 years are engaged in economic activity. An additional 6,000 children in Rakai, 5,000 children in Wakiso and 5,000 children in Mbale districts aged 12-13 year-old are in non-light economic activity are below the minimum age for this type of work.<sup>16</sup> Furthermore 4,000 children in Rakai, 11,000 children in Wakiso and 5,000 children in Mbale, aged 14-17 years are working in some hazardous forms of work or are working excessive hours. Putting these groups together yields an estimate of over 90,000 5-17 year-olds in child labour in Rakai district, about 24,000 children in Wakiso and about 34,000 children in Mbale are in child labour (table 5.11) .It should be stressed that this child labour estimate is a lower bound estimate because it does not include involvement in the “unconditional worst forms” of child labour such as child trafficking neither children in non-economic activities.

**Table 5.11: Lower-bound estimate of child labour involvement**

Sex	(a) children aged 5-11 years in economic activity		(b) children aged 12-13 years in economic activity <i>excluding</i> those in light economic activity		(a)&(b) Total in child labour, 5-13 years		(c) Children aged 14-17 years in hazardous work or working excessive hours <sup>(ii)</sup>		(a)&(b)&(c) Total in child labour, 5-17 years	
	% of total children	No.	% of total children	No.	% of total children	No.	% of total children	No.	% of total children	No.
Rakai	36.4	82,904.9	2.51	5,713	38.9	88,618	3.9	4,042	40.7	92,660
Wakiso	1.3	7,543.1	0.78	4,561	2.1	12,104	5.2	11,461	4.0	23,565
Mbale	12.7	23,701	2.85	5,318	15.6	29,019	2.9	4,840	18.1	33,860
Total		114,149		15,592		129,741		20,343.1		150,085

<sup>15</sup> A list of hazardous forms of labour was compiled following the adoption of the National Labour Policy in 2006.

<sup>16</sup> National child labour legislation allows light work for 12-13 year-olds. The definition of “non-light” work used in ILO/IPEC global estimates, i.e., work equal to or exceeding 14 hours per week, in addition to work less than this time threshold but in the nationally-identified hazardous sectors, is therefore used in the calculation included in this study. The 14-hours cut-off point is supported by ILO Convention No. 33, as well as research looking at the link between economic activity and schooling.

### 5.5.1 Child labour by Disability Status

The CLBS 2009 included detailed questions on disability on specifically the following areas

- Seeing difficulty;
- Hearing difficulty;
- Walking or Climbing Steps;
- Remembering or Concentrating;
- Self-Care
- Communication

The overall disability rate was 14 percent for children aged 5-17 years, with minimal variations across districts. The prevalence of child labour was slightly higher among the disabled children in all the three districts under study as compared to those not disabled. Overall while the prevalence of child labour was 16 percent for children with disabilities, it was 15 percent for children with no disabilities.

**Table 5.12: Incidences of child labour by disability Status and district**

<b>Disability Status</b>	<b>Rakai</b>	<b>Wakiso</b>	<b>Mbale</b>	<b>Total</b>
Has a disability	41.2	4.4	20.1	16.3
Has no disability	36.4	2.9	17.2	14.9
<b>Total</b>	<b>40.5</b>	<b>4.2</b>	<b>18</b>	<b>15.1</b>

### 5.6 Hazardous work

Children involved in worst forms of child labour, as set out in ILO Convention No. 182 (C182), are the sub-group of child labourers whose rights are most compromised and whose well-being is most threatened. They therefore constitute the most immediate policy priority. Appendix I show section of activities which are conditionally hazardous .These activities are likely to be hazardous to the child, but under certain circumstances may be acceptable. The age of the child, the particular circumstances of the child's activities and the child's working conditions must be considered to determine if the activity is hazardous.

### 5.6.1 Conditional hazardous work

Table 5.12 shows the distribution of children in conditional hazardous work by district and type of activity. Overall over 28,000 children were involved in conditional hazardous activities. Of these 10, 800 children were in Rakai district, 13,000 are in Wakiso district and 4,000 children were in Mbale districts. In Rakai and Mbale districts majority of the children in conditional hazardous work were in subsistence animal rearing activities ( 6692 children and 1,106 children respectively). About 8,000 children were either on street, restaurant or food and beverages workers. In Rakai district over 600 children were involved in fishing. Children involved in animal rearing, fishing, domestic workers, restaurant service workers and bricklaying.

**Table 5.13: Conditional hazardous work**

Activities	Rakai	Wakiso	Mbale	Total
Subsistence Animal Rearing	6,692	0	1,106	7,798
Brick Layers, Masons	135	4,117	0	4,252
Restaurant services Workers	1,061	457	427	1,944
Construction Labourers	0	1,792	0	1,792
Food and Beverages workers	901	0	785	1,686
Domestic Helpers	366	785	412	1,562
General Laborers	56	641	356	1,054
Miners, Blasters, Stone quarrying	0	922	0	922
Forestry and Related	0	824	0	824
Fishing	604	0	98	703
Other Elementary Service workers	357	257	0	614
Manufacturing Labourer	0	301	0	301
Other Personal service	0	0	160	160
<b>Total</b>	<b>10,835</b>	<b>12,959</b>	<b>3,978</b>	<b>27,772</b>

*Note: Zero means that no sampled household had children who were involved in the activity. This does not mean that children do not engage in that particular activity in these districts.*

The study found out that children engaged in child labour were involved in different activities across districts. The proposed areas to be targeted first for each of the focus districts should be as shown in Table 5.14

**Table 5.14: Proposed activities for targeting at the district level**

Rakai	Wakiso	Mbale
Restaurant ,Food and Beverages services Workers	Brick Layers, Masons	Subsistence Animal Rearing
Subsistence Animal Rearing	Quarrying	Restaurant, Food and Beverages workers
Fishing	Food and Beverages workers	General Labourers
Domestic workers	Construction Labourers	Domestic workers
	Domestic workers.	
	General Labourers	

### 5.6.7 Unconditional hazardous work

The household Survey did not capture the magnitude of the unconditional worst forms of child labour. This is due both to the methodological difficulties inherent in investigating them and to their cultural sensitivity. The study through key informants and focus group discussion however captured peoples' perception on child trafficking, street children and child sex exploitation.

#### a) Child trafficking

Child trafficking is defined based on international standards and conventions. The ILO has developed the following criteria and guidelines to identify child trafficking. The following elements should be considered:

- A child is a person under the age of 18 years;
- Recruitment, transportation, transfer, harbouring or receipt, whether by force or not, by a third person or group;
- The third person or group organizes the recruitment and/or these other acts for exploitative purposes;
- Movement may not be a constituent element for trafficking in so far as law enforcement and prosecution is concerned. However, an element of movement within a country or across borders is needed - even if minimal - in order to distinguish trafficking from other forms of slavery and slave-like practices enumerated in Art 3 (a) of ILO Convention 182, and ensure that trafficking victims separated from their families do get needed assistance;

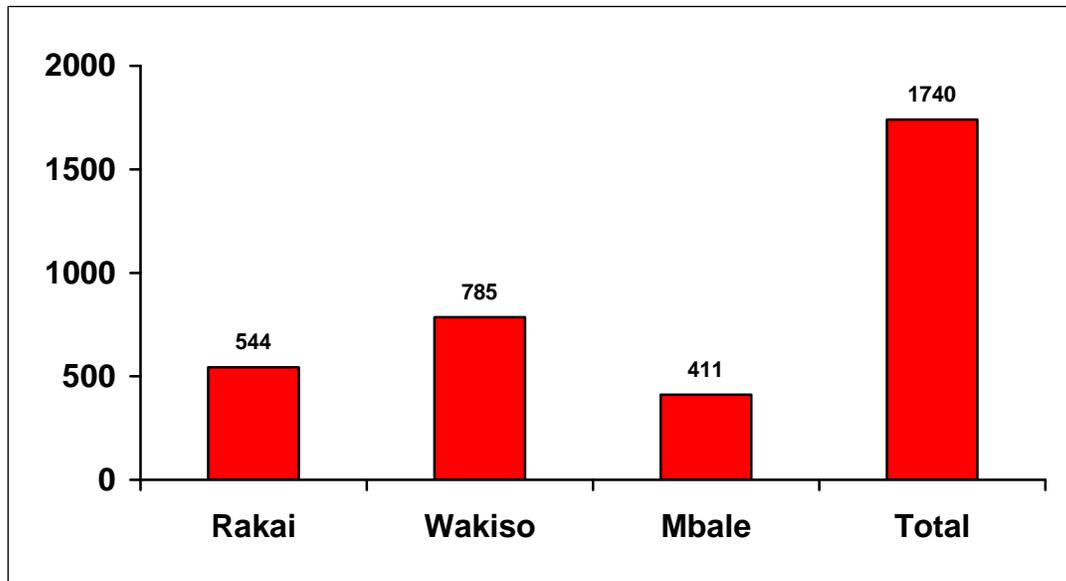
The KIs and FGD's people noted that indeed there is both internal child trafficking from rural to urban areas and international children trafficking. One of the Key informants in Rakai district noted

*"There are cases of child trafficking in the community, children leave villages and come to work in eating places, working as house girls and bar attendants".*

The household based survey showed that 1740 children in the conditional hazardous work are either servants (1,240 children) or staying with persons they are not related to (500). The FGDs held in Kasensero landing site in Rakai district indicated that children were being trafficked across the river to work in bars and restaurants. One respondent in Mbale observed that:

*“People engage children to work for them but they are poorly fed, sexually abused, carry heavy loads of work and sleep very few hours*

**Figure 5.10: Potential trafficked children by district**



**b) Child commercial sexual exploitation.**

Commercial Sexual Exploitation of Children (CSEC) as one of the worst forms of child labour. It is considered to be one of the hidden, complex and corrosive forms of child labour. The magnitude of CSEC is not known. The survey made efforts to collect information on CSEC through KIs and FGDs. Children working in eating places and small bars The 11 FGDs indicated that there is a high likelihood of children working in eating places and small bars to get involved in child commercial sex. . Similarly a key informant in Rakai noted that “young girls who engage in commercial sex activities are children working in bars, lodges, and food vendors’.

**c) Street children**

FGD noted that there is increasing number of children who could be seen selling Newspapers, magazines, air time, cigarettes, chewing gum, etc. Some children worked as street vendors and mechanics, while others are scavengers or beggars.

## CHAPTER SIX

### IMPACT OF CHILDREN'S' WORK ON HEALTH, SAFETY AND EDUCATION

#### 6.0 Background

Uganda has a number of regulations geared towards protecting the rights of the children and the employed. Among these is the Labour legislation which set health, safety and hygiene standards of workplaces in addition to offering guidelines about the welfare of workers. There is also the already mentioned National Child Labour policy which sets ground for elimination of Child Labour in the Country.

However, there are challenges in enforcement of these instruments. This can be partly explained by the staff establishment in the relevant department of the Ministry of Gender, Labour and Social Development (MGLSD). The problem is further worsened by under staffing and poor facilitation of the district Labour offices.

The child labour baseline survey 2009 collected data on occupational health and safety among children aged 5-17 years who were either currently or usually engaged in an economic activity. In addition information was collected on the consequences of the injury/ illness on education.

This chapter examines the health and safety aspects of the workplace where children work. In addition the impact of children's work on education and health is also analysed.

Examples of hazardous environments that affect children at work include:

- Children operating tools;
- Working environments causing injury to children;
- Children carrying heavy loads.

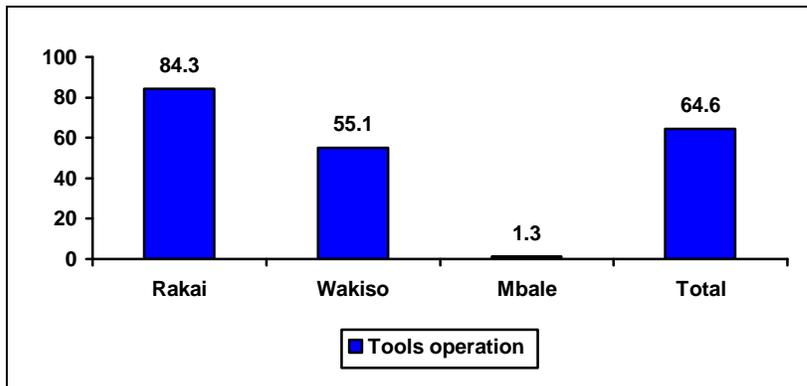
#### 6.1 Children's work and Health

Many of the work environments are associated with some kind of health and safety hazards which have an impact on the health of its workers. Children tend to be affected more due to a difference in growth and development either physically or psychologically. In the process children may be damaged and hence in some cases having negative consequences on their future as they may fail to compete favourably with others.

##### (a) Operation of tools

The Survey defined a tool to mean any instrument held and controlled by hands or by machinery like a hoe, an axe, a panga, slashers etc. The proportion of working children operating tools at a workplace is shown in Figure 6.1. Sixty-five percent of working children in the study districts operated a tool of some form at a work place. Rakai district reported the highest proportion of its working children using tools, and Mbale the lowest.

**Figure 6.1 Children operation of tools, machinery, Equipment by at workplace by district**



On the overall, 19 percent of the working children in the study area experienced an injury due to the nature of their work in the 12 months period prior to the Survey. Another dimension of risk to health of children at work is from work related injuries. Table 6.1 below presents the percentage distribution of working children who were injured in the last 12 months in their jobs by type of injury.

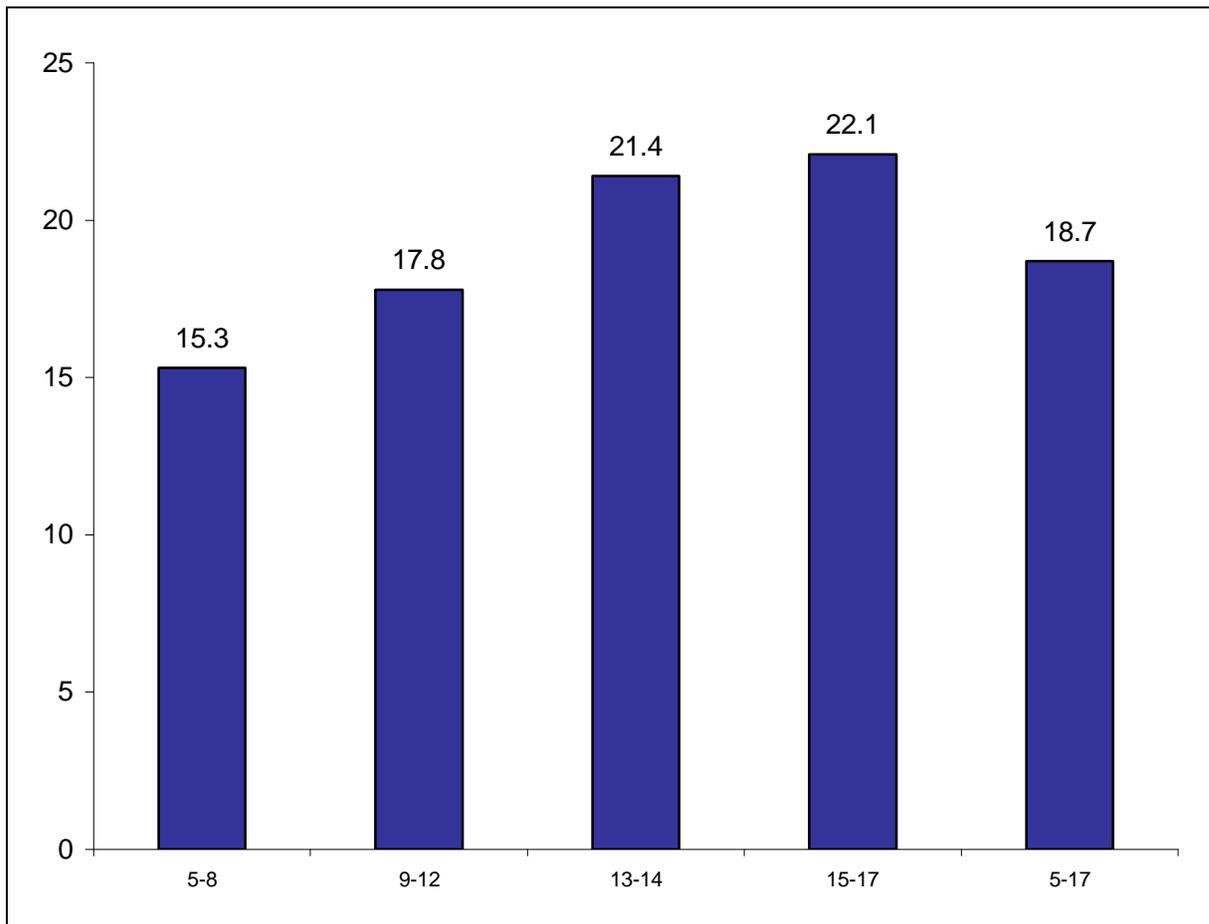
The most common type of injury which affected the working children most was “superficial injuries or open wounds”, with close to 18 percent of the working children being affected. Incidence of superficial injuries was highest in Wakiso (44 percent).

**Table 6.1: Proportion of working children who had an injury in the last 12 months due to nature of their work by nature of injury and district**

Type of injury	District			Total
	Rakai	Wakiso	Mbale	
Any Injury	13.5	41.1	20.9	18.7
Had Superficial injuries or open wounds	11.8	41.1	14.7	16.2
Had Burns and corrosions	1.4	5.6	7.9	3.4
Had Fractures	1.4	4.2	1.9	1.8
Had Dislocations	0.4	0	1.9	0.7
No Injury	86.5	58.9	79.1	81.3
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

The data also shows that the incidence of burns and corrosions among working children were common in the focus districts especially in Mbale and Wakiso (7 percent) district and 2 percent in Rakai district. Figure 6.2 shows that the higher the age, the higher the chances of getting injured. This is partly explained by increase in work intensity as age progresses.

**Figure 6.2: Proportion of working children who had an injury in the last 12 months by age of the child**



Among the working children 2 percent overall had fractures occurring to them due to their work with Wakiso having close to 5 percent of the working children in the district having experienced the same during the last 12 months preceding the survey. Overall the frequency of occurrence of dislocations among working children was extremely low where less than 01 percent of children were affected although Wakiso recorded 2 percent.

**(b) Work related illnesses or extreme fatigue**

Children work related illnesses and fatigue impacts negatively on the child. This is one of the causes of absenteeism in schools. In cases where the children who are sick or fatigued due to the nature of their work attend school, their rate of concentration in class is reduced. In addition work related illnesses and fatigue could have a negative effect on the development of the victim child.

The occurrence of fever among working children was very high with 18% reporting having fever during the 12 months preceding the survey due to the nature of their work. Differentials by district show that occurrence of fever among working children was highest in Mbale (56 percent) and lowest in Rakai (3 percent). The incidence of extreme fatigue was also high (9 percent) with about

one third of working children in Wakiso district reporting to have been affected with extreme fatigue due to the nature of their work during the last 12 months. The proportion of working children who had stomach and skin complications resulting from their work was 7 percent although there were variations recorded across the three districts. Other disease problems reported were breathing problems, 2 percent and eye problems, 3 percent.

**Table 6.2: Proportion of working children who had an illness or extreme fatigue due to work by the type of sickness and district.**

Type of Complication	District			Total
	Rakai	Wakiso	Mbale	
Any Complication	7.9	51.6	74.2	<b>28.7</b>
Fever	2.6	21.1	59.2	<b>17.9</b>
Extreme fatigue	4.1	35.3	8.0	<b>9.0</b>
Skin Complications	1.1	18.6	16.0	<b>6.8</b>
Stomach problems/Diarrhea	1.6	16.1	18.0	<b>7.2</b>
With Eye problems	1.3	2.8	6.5	<b>2.7</b>
Breathing problems	0.7	2.9	6.2	<b>2.2</b>
No complication	92.1	48.4	35.8	<b>71.3</b>

### c) Injuries at work

Table 6.3 below shows that among the children who were employed during the last 12 months preceding the Survey and had injuries/illness due to work, 4 percent (1 in 25) had to stopped working permanently due to this incident. The proportion of those who stopped work temporarily was higher in Mbale, 53 percent as compared to Rakai, 44 percent and Wakiso, 40 percent. The proportion who was disabled due to incident was less than or equal to 1 percent in all the three districts where the study was carried out.

**Table 6.3 Consequences of most serious injury of child on work**

Background characteristic	Permanent disability	Stopped from work permanently	Stopped from work temporarily	No impact on work	Total
---------------------------	----------------------	-------------------------------	-------------------------------	-------------------	-------

<b>District</b>					
Rakai	1.0	1.9	44.1	53.0	100
Wakiso	0.0	5.5	39.8	54.7	100
Mbale	0.3	4.5	53.4	41.8	100
<b>Age</b>					
5-8	0.0	12.5	49.3	38.2	100
9-12	0.7	2.4	52.4	44.5	100
13-14	0.8	1.0	40.8	57.5	100
15-17	0.0	1.2	45.4	53.5	100
<b>Sex</b>					
Male	0.7	4.9	48.9	45.4	100
Female	0.0	3.0	46.8	50.3	100
<b>Total (Aged 5-17 years)</b>	<b>0.4</b>	<b>4.0</b>	<b>48.0</b>	<b>47.6</b>	<b>100</b>

Very young children (aged 5-12 years) are more likely to stop work permanently if affected by an injury at the workplace as compared to older children. The results also indicate that there is a high likelihood of boys stopping work when faced with an injury at the workplace as compared to the girls.

#### **d) Carrying of heavy loads**

The type of work children are involved in may result into them being susceptible to occupational hazards and hence in the process being affected negatively. This may lead to irreversible damage to their physical and psychological development sometimes resulting to work related incapacitation. Carrying of heavy loads at a work place is one of the incidents that could lead to such a situation as it could affect the musculoskeletal development of the children and hence affect their physical growth negatively.

Nearly half of the children (45 percent) in the study area carried heavy loads at the place of work. Overall 8 percent of children indicated to have carried heavy loads at their workplaces very often, however Wakiso district recorded the highest proportion of 20 percent and Rakai the lowest of 3 percent.

**Table 6.4 Carrying of heavy loads at work by frequency, District, Sex and Age**

District	Frequency of carrying heavy loads				Total
	Always/Often	Sometimes	Seldom/Rare	Never	

Rakai	3.1	21.6	10.0	65.3	100
Wakiso	19.8	43.1	2.1	35.0	100
Mbale	16.6	46.4	4.1	33.0	100
<b>Age</b>					
5-8	6.8	20.3	7.4	65.6	100
9-12	8.4	27.2	8.2	56.3	100
13-14	6.0	34.3	7.5	52.2	100
15-17	10.6	40.0	7.8	41.6	100
<b>Sex</b>					
Male	9.3	32.0	6.1	52.7	100
Female	6.7	27.1	9.5	56.7	100
<b>Total</b>	<b>8.0</b>	<b>29.5</b>	<b>7.8</b>	<b>54.7</b>	<b>100</b>

The proportion of working children who carry heavy loads at the workplace decreases with increasing age. In addition boys are more likely to carry heavy loads at workplace as compared to the girls. This is partly explained by the culture norms where relatively males tend to work on more physically demanding assignments. In addition findings indicate that only 55 percent of working children never carry heavy loads at the workplace.

#### e) Conditions at the work place

About two-thirds (67 percent) of economically active working children were exposed to dust/fumes or gas at their work places with marked variations between districts, Rakai recording the highest of 71 percent and Wakiso the lowest of 55 percent. More than half (60 percent) of the working children in Mbale and about 45 percent in Wakiso were exposed to noise during work. The study also shows that exposure to dangerous tools , extreme temperatures and chemicals during work was more common in Wakiso district than other districts.

**Table 6.5 Exposure to selected conditions at Workplace by type of condition and district**

Condition at workplace	District			Study Area
	Rakai	Wakiso	Mbale	

Dust, fumes and gas	71.1	55.3	61.4	67.2
Noise	8.0	45.0	59.8	23.0
Extreme temperatures at work place	6.5	44.8	36.6	17.4
Exposure to dangerous tools	26.3	56.4	12.1	27.2
Exposure to work at a height	3.3	18.0	14.7	7.4
Exposure to chemicals at workplace	0.6	3.0	0.8	0.9
Exposure to other conditions at workplace	0.3	1.0	0.4	0.4

## 6.2 Impact of Children's Work on Education

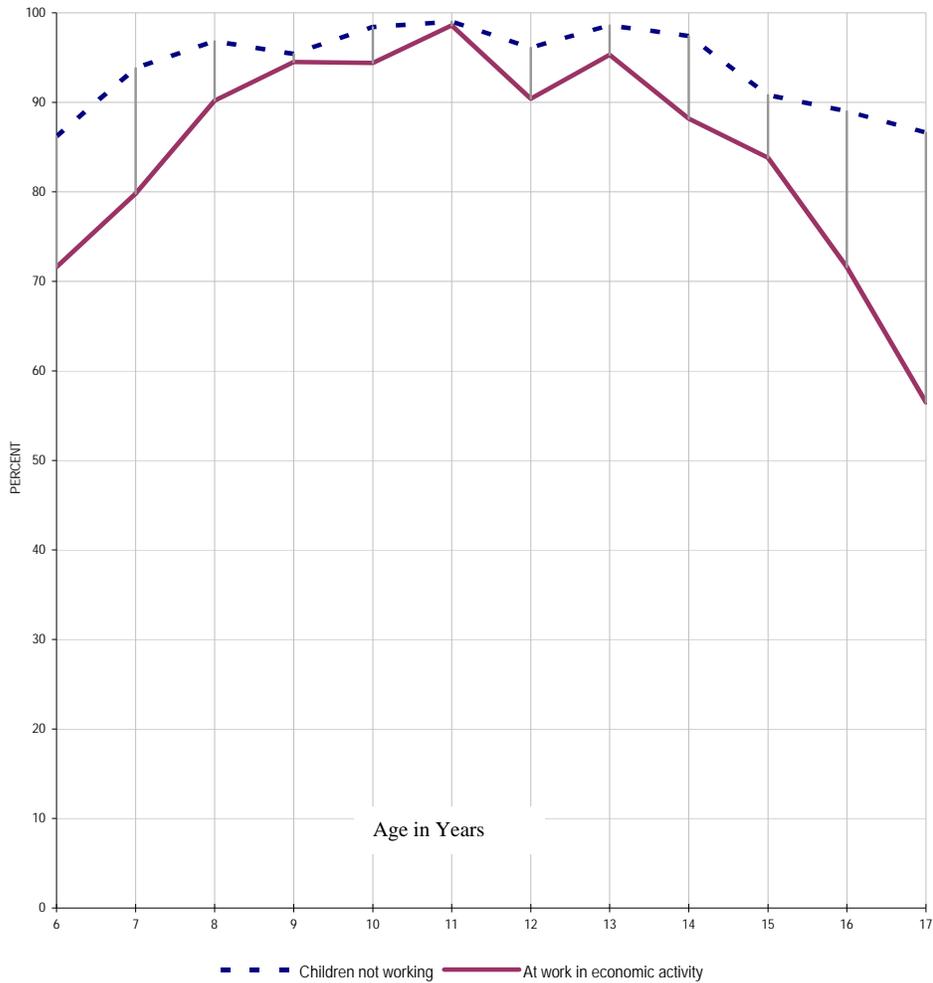
Engagement in economic activities is likely to affect attendance of school. Table 6.6 below shows the percentage of currently school enrolled children who attended all school days last week. Attendance levels are higher for children not involved in work as compared to their counterparts who are working at all ages implying that working tend to interfere with the education of children.

**Table 6.6: Proportion of children who attended all days last week and enrolment rates by work status and age**

Age	Percentage of enrolled Children who attended all school days last week	
	Not working	At work in economic activity
6	91.8	82.2
7	85.8	85.0
8	89.4	83.0
9	87.6	87.4
10	88.3	85.1
11	86.8	87.5
12	90.3	83.8
13	91.1	83.4
14	92.7	81.7
15	90.0	84.4
16	89.4	77.0
17	92.1	87.0
<b>Total</b>	<b>89.5</b>	<b>84.0</b>

Evidence from Figure 6.3 below also shows that school enrolment of working children lag behind that of their counterparts who are not at work at all age levels.

**Figure 6.3 Children school enrolment rates, by work status**



Evidence from Table 6.7 below shows that occupational injury/illness has a negative impact on the child’s education. Overall less than half (46 percent) of children who had sickness or injury due to their work reported that the incidence did not have any effect on their education and almost the same proportion (45 percent) said that they stopped schooling temporarily, another percentage of 2 stopped schooling permanently..

**Table 6.7 Impact of most serious injury/illness of child on the child’s Education**

Consequence on schooling	District	Total
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	<b>Rakai</b>	<b>Wakiso</b>	<b>Mbale</b>	
Stopped Schooling temporarily	39.7	29.4	50.3	<b>44.7</b>
Prevented from schooling permanently	2.0	0	2.2	<b>1.9</b>
No effect on schooling	55.1	63.1	37.1	<b>45.5</b>
Mental disturbance	0	3.5	0	<b>0.4</b>
Irregular Attendance	3.3	0	0.3	<b>1.2</b>
Poor performance	0	4.0	10.1	<b>6.4</b>

These incidents also accounted for poor performance and irregular attendance where 6 percent and 1 percent of children respectively reported the two due to occupational injury/illness. There were marked differentials among districts as depicted in Table 6.7 above.

**Table 6.8: Mean grade completed of children currently attending school, by District, age and involvement in economic activity**

<b>Age</b>	<b>Rakai</b>		<b>Wakiso</b>		<b>Mbale</b>	
	<b>Working</b>	<b>Not working</b>	<b>Working</b>	<b>Not working</b>	<b>Working</b>	<b>Not working</b>
7	0.33	0.52	1.00	1.34	1.93	1.33
8	0.86	0.83	1.86	1.87	1.95	1.93
9	1.39	1.27	2.86	2.90	2.78	2.55
10	1.97	2.14	5.50	3.55	3.09	3.33
11	2.31	3.00	2.00	4.44	3.83	3.86
12	3.09	3.46	6.20	5.11	3.74	4.38
13	4.22	5.33	6.50	6.19	4.92	5.31
14	4.78	6.89	6.60	6.78	5.68	6.28
15	5.61	6.22	7.25	8.01	6.13	6.56
16	6.58	9.67	9.00	8.99	7.33	8.00
17	7.33	8.11	10.25	10.30	7.20	8.76

Table 6.8 also suggests that working children slightly lag behind their non-working counterparts in terms of grade progression especially beyond age 13. This is more pronounced in Mbale and Rakai districts.

### **6.3 Physical, psychological and sexual violence**

Incidences of children being constantly shouted at and being physically handled were common in workplaces where children worked with 1 in every 5 working children reporting having being treated to the same at the place of work. Although there were marked differentials among districts

in the occurrence of these incidents at work places, there were no marked variations across the different sexes (Table 6.9).

**Table 6.9 Exposure to Physical, psychological and sexual violence at workplace by type of violence and district**

Type of abuse at workplace	District			Sex		Total
	Rakai	Wakiso	Mbale	Male	Female	
Constantly shouted at	9.6	37.1	53.8	22.8	21.1	21.9
Repeatedly Insulted	1.3	18.4	44.7	12.1	12.4	12.3
Beaten/Physically hurt	14.5	27.6	34.8	19.7	20.7	20.2
Sexually abused	0.4	0.0	0.7	0.3	0.6	0.4

Nationally 12 percent of children reported being repeatedly insulted at the workplace with Mbale district registering the highest proportion (45 percent) and Rakai district the lowest of 1 percent. Cases of sexual abuse of children were minimal across all the three districts of study and sex.

## CHAPTER 7: POLICY IMPLICATIONS

The proposals below are aimed at giving a boost and scaling up efforts of ILO/IPEC, government and civil society in combating child labour, as well as working with all major stakeholders to prevent child labour especially the Worst Forms of Child Labour (child trafficking and child sex exploitation).

In order to eliminate child labour a policy response targeting children in labour should be grouped into three broad groups: (1) children at risk of involvement in child labour; (2) children already harmed by exposure to child labour; and (3) children in the worst forms of child labour requiring immediate, direct action.

Policy experience in Uganda and elsewhere, points to a number of general strategies for reaching these groups. Preventive measures such as better access to schooling and other basic services, combined with mechanisms to reduce social risk, is particularly important to preventing children from entering child labour, and to stopping children already in work from moving to more hazardous forms or leaving school prematurely.

Remedial schooling and other “second chance” learning opportunities is important to overcoming work-related damage to children’s welfare. Better formal workplace inspection instruments, together with expanded grassroots level monitoring, are needed to guide “direct action” to remove and rehabilitate children in unconditional worst forms of child labour. The Ministry responsible for Labour inspection will therefore need to be on the ground.

Political commitment is needed to ensure that child labour is mainstreamed into broader development plans and programmes such as the National Development Plan (NDP). This is because child labour is an issue that cuts across different sectors and areas of ministerial responsibility, progress against minimizing it requires that institutional roles be clearly delineated and effective coordination and information-sharing structures put in place.

Given the large size of the child labour population and the country’s limited resources, the prioritisation of direct action measures aimed at identifying and withdrawing children from child labour is critical. Direct action is needed to ensure the removal, recovery and reintegration of working children whose rights are most compromised, i.e., those facing the greatest degree of hazard and/or exploitation. This refers, first and foremost, to children in so-called “unconditional worst forms of child labour” (activities against fundamental human rights) and those in hazardous forms of work (activities compromising children’s safety, health or moral development). Hazardous work and unconditional worst forms of child labour are identified in the Uganda National Child Labour Policy (2006) and a list of national agreed hazardous forms, providing a starting point for targeting.

Immediate, direct action is needed to rescue children from unconditional worst forms of child labour and provide them with the support and follow-up needed for their recovery and reintegration. Such action is relevant above all in cases of trafficked children, children subjected to commercial sexual exploitation, and children facing other extreme forms of hazard or exploitation in the workplace. The effective identification and follow-up of these groups depends, first and foremost, on mobilising and capacitating Local governments and non-governmental actors that will implement the project. These have to design follow-up actions ensuring that rescued children are properly integrated into society. There is also need to enforce the existing regulatory frameworks.

## **Annex 1: Child labour Baseline Survey Questionnaire**

Batch Number

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UGANDA BUREAU OF STATISTICS



**CHILD LABOUR BASELINE SURVEY**

*(COVERED DISTRICTS-MBALE, WAKISO AND RAKAI)*

SECTION 1A: IDENTIFICATION PARTICULARS			
1. DISTRICT:			
2. COUNTY			
3. SUBCOUNTY			
4. PARISH			
5. EA NAME			
6. RESIDENCE (URBAN=1,RURAL=2)			
7. NAME OF HOUSEHOLD HEAD:			
8. HOUSEHOLD NUMBER			
9. LOCATION ADDRESS OF HOUSEHOLD:			

THIS SURVEY IS BEING CONDUCTED BY THE UGANDA BUREAU OF STATISTICS UNDER THE AUTHORITY OF THE UGANDA BUREAU OF STATISTICS ACT, 1998.

THE UGANDA BUREAU OF STATISTICS  
P.O. BOX 7186,  
KAMPALA,  
TEL: 0414 - 706000, 041 - 706000  
Fax: 0414 - 237553  
E-mail: [ubos@ubos.org](mailto:ubos@ubos.org)  
Website: [www.ubos.org](http://www.ubos.org)

**SECTION 1B: STAFF DETAILS AND SURVEY TIME**

1. NAME OF INTERVIEWER \_\_\_\_\_

2. DATE OF INTERVIEW

DD MM YYYY	DD MM YYYY	DD MM YYYY
<input type="text"/>	<input type="text"/>	<input type="text"/>
First attempt	Second attempt	Third attempt

3. START TIME

H H M M	H H M M	H H M M
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
First attempt	Second attempt	Third attempt

4. END TIME

H H M M	H H M M	H H M M
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
First attempt	Second attempt	Third attempt

5. RESPONSE CODE

FIRST ATTEMPT	Remarks by interviewer
1 Completed	_____
2 Partially completed	_____
3 Not done	_____
SECOND ATTEMPT	Remarks by interviewer
1 Completed	_____
2 Partially completed	_____
3 Not done	_____
THIRD ATTEMPT	Remarks by interviewer
1 Completed	_____
2 Partially completed	_____
3 Not done	_____

6. NAME OF SUPERVISOR \_\_\_\_\_

7. DATE OF INSPECTION BY SUPERVISOR

DD	MM	YYYY
<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

**FOR OFFICE USE ONLY**

8. NAME OF OFFICE EDITOR/SCRUTINIZER \_\_\_\_\_

9. NAME OF DATA ENTRY OPERATOR \_\_\_\_\_

10. DATE OF DATA ENTRY

DD	MM	YYYY
<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

**SECTION 2: HOUSEHOLD SCHEDULE**

We would like to make a complete list of household members.

PERSON ID	USUAL RESIDENTS	ID of person reporting	Sex	Relationship	Age	Marital status (For those aged 10 years and above)	For those below 18 years			CIRCLE LINE NUMBER OF ALL CHILDREN AGED 5-17 YEARS		
							Living parents		IF MOTHER ALIVE		IF FATHER ALIVE	
	Please give me the Names of all people who <u>usually</u> live in this household starting with the Household Head	Which Household member is providing data on the Individual (Write Serial number from 2.1)	Is (NAME) male or Female 1=Male 2=Female	What is (NAME'S) relationship to the head of Household? 01= Head 02= Spouse 03= Son/daughter 04= Grand child 05= Step child 06= Parent of head or spouse 07= Sister/Brother of head or spouse 08= Nephew/Niece 09= Other relatives 10= Servant 11= Non-relative 12= Other (specify)	What is (NAMES'S) age in completed years?  (If less than one write 00)	What is (NAME'S) marital status? 1= Married monogamously 2= Married polygamous 3= Divorced/ Separated 4= Widow/ Widower 5= Never married	Are the parents of (Name) still alive? 1=Yes 2=No 3=DK		Does (NAME'S) Mother live in this Household?  1=Yes 2=No 3=DK	Does (NAME'S) father live in this Household?  1=Yes 2=No		
							Mother	Father				
	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	2.12	
12												01
13												02
14												03
15												04
16												05
17												06
18												07
19												08
20												09
21												10
22												11

**SECTION 2: HOUSEHOLD SCHEDULE (PARENT’S SICKNESS AND DISABILITY)**

	ID of person reporting	Aged 5-17 Years		DISABILITY ( FOR ALL AGED 5 YEARS AND ABOVE)					
		If parent is alive		Seeing difficulty	Hearing difficulty	Walking difficulty	Remembering or concentrating difficulty	Self care difficulty	Communicating difficulty
		Mother Sickness	Father Sickness						
<b>P E R S O N  I D</b>	Which Household member is providing data on the Individual (Write Serial number from 2.1)	Has (NAME’S) mother been very sick for at least 3 months during the past 12 months, that is she was too sick to work or do normal activities?  1=Yes 2=No 3=Don’t know	Has (NAME’S) Father been very sick for at least 3 months during the past 12 months, that is she was too sick to work or do normal activities?  1=Yes 2=No 3=Don’t know	Does (NAME) have difficulty seeing, even if he/she is wearing glasses?  1. NO - No Difficulty 2. YES – Some Difficulty 3. YES– A lot of Difficulty 4. Cannot see at all 8. Don’t Know	Does (NAME) have difficulty hearing, even if he/she is wearing a hearing aid?  1. NO - No Difficulty 2. YES – Some Difficulty 3. YES– A lot of Difficulty 4. Cannot Hears at all 8. Don’t Know	Does (NAME) have difficulty with walking or climbing steps?  1. NO - No Difficulty 2. YES – Some Difficulty 3. YES– A lot of Difficulty 4. Cannot walk or climb steps at all 8. Don’t Know	Does (NAME) have difficulty with remembering or concentrating?  1. NO - No Difficulty 2. YES – Some Difficulty 3. YES– A lot of Difficulty 4. Cannot Remember or concentrate at all 8. Don’t Know	Does (NAME) have difficulty with self care such as) washing all over or dressing, feeding, toileting etc.?  1. NO - No Difficulty 2. YES – Some Difficulty 3. YES– A lot of Difficulty 4. Cannot wash, dress or feed at all 8. Don’t Know	Does (NAME) have difficulty communicating, (for example understanding or under standing him/her) because of a physical, mental or emotional health condition?  1. NO - No Difficulty 2. YES – Some Difficulty 3. YES– A lot of Difficulty 4. Cannot do at all 8. Don’t Know
2.1	<b>2.3(a)</b>	<b>2.13</b>	<b>2.14</b>	<b>2.15</b>	<b>2.16</b>	<b>2.17</b>	<b>2.18</b>	<b>2.19</b>	<b>2.20</b>
01									
02									
03									
04									
05									
06									
07									
08									
09									
10									
11									

**SECTION 3: EDUCATION AND TRAINING (FOR ALL HOUSEHOLD MEMBERS AGED 5 YEARS AND ABOVE)**

Usual and regular household member

	Serial number in HH Roster						Skip Pattern
	Name of household member						
	Age of household member						
<b>3.0</b>	Serial number of the person providing information about the individual. <i>(Write Serial number from Household Roster)</i>						
<b>3.1</b>	<b>(Are YOU/ Is NAME) able to read and write in any language with understanding?</b> 1=Yes 2=No	1 2	1 2	1 2	1 2	1 2	<b>IF AGE IS GREATER THAN 17 YEARS&gt;&gt; 3.8</b>
<b>QUESTIONS 3.2 TO 3.7 ARE APPLICABLE TO ONLY CHILDREN AGED 5-17 YEARS</b>							
<b>3.2</b>	<b>(Are YOU/ Is NAME) currently enrolled in school?</b> <i>(Students currently on vacation, school breaks, or who are temporarily absent for sickness or other reasons should answer "yes.")</i> 1=Yes 2=No (>>3.8)	1 2	1 2	1 2	1 2	1 2	>>3.3 >>3.8
<b>3.3</b>	<b>What is the highest level of Education attainment that (YOU/NAME) have/has attended?</b> <i>(Refer to the code list below)</i>						
<b>3.4</b>	<b>At what Age did (YOU/NAME) first attend primary school?</b> <i>(If in Pre-primary write 98, otherwise write the number of years)</i>						
<b>3.5</b>	<b>How many days was (YOUR/NAME'S) school open last week? (FOR DAY SCHOLARS ONLY).</b> <i>(Write the number of days)</i>						
<b>3.6</b>	<b>How many days did (YOU/NAME) attend school during last week?</b>						<b>IF 3.5=3.6 THEN &gt;&gt;3.14</b>
<b>3.7</b>	<b>Why did (YOU/NAME) miss school days last week?</b> <i>(Read each of the following and circle two most appropriate options)</i>  10=Domestic Work 11=Work for Family Farm/Business 12=Work for Employers 13=Any Other Work 14=Did not want to Go 15=Mistreated at School 16=Funeral/Wedding Ceremony/Family Function 17=Illness 18=School Uniform 19=No Stationery 20=Lack of School fees 21=Other, specify	10 11 12 13 14 15 16 17 18 19 20 21	10 11 12 13 14 15 16 17 18 19 20 21	10 11 12 13 14 15 16 17 18 19 20 21	10 11 12 13 14 15 16 17 18 19 20 21	10 11 12 13 14 15 16 17 18 19 20 21	} 3.14

**SECTION 3: EDUCATION AND TRAINING (FOR ALL HOUSEHOLD MEMBERS AGED 5 YEARS AND ABOVE)**

	Serial number in HH Roster						Skip Pattern
	Name of household member						
	Age of household member						
3.8	<b>Has (YOU/NAME) ever attended school?</b> 1=Yes 2=No	1	1	1	1	1	>>3.10
		2	2	2	2	2	
3.9	<b>Why has (YOU/NAME) never attended school (FOR THOSE AGED 5 – 17) (Circle the most appropriate code)</b>  10=Too Young 11=Disabled/Illness 12=No School Fees 13=School Too far 14=Family did not allow Schooling 15=Not Interested in School 16=Education not considered valuable 17=School not Safe 18=To learn a job 19=To Work for Pay 20=To Work in a family business/Farm 21=Help with Household chores 22=Other, Specify	10	10	10	10	10	3.14
		11	11	11	11	11	
		12	12	12	12	12	
		13	13	13	13	13	
		14	14	14	14	14	
		15	15	15	15	15	
		16	16	16	16	16	
		17	17	17	17	17	
		18	18	18	18	18	
		19	19	19	19	19	
		20	20	20	20	20	
21	21	21	21	21			
22	22	22	22	22			
3.10	<b>What is the highest level of Education attainment that (YOU/NAME) have/has attended?</b> REFER TO THE CODE LIST BELOW						<b>IF AGE IS GREATER THAN 17 YEARS&gt;&gt; 3.14</b>
3.11	<b>At what Age did (YOU/NAME) first attend primary school? (FOR THOSE AGED 5 – 17)</b>						
3.12	<b>At What Age did (YOU/NAME) leave School? (FOR THOSE AGED 5 – 17)</b>						

**Codes for 3.3 and 3.10 (Highest Education Attainment)**

- |                        |                     |       |                                       |
|------------------------|---------------------|-------|---------------------------------------|
| 10=Did not complete P1 | 15=P5               | 32=S2 | 41=Post primary Certificate           |
| 11= P1                 | 16=P6               | 33=S3 | 51=Post secondary Diploma/Certificate |
| 12= P2                 | 17=P7               | 34=S4 | 62=Bachelor's degree                  |
| 13= P3                 | 21=Junior Secondary | 35=S5 | 63=Master's degree                    |
| 14= P4                 | 31=S1               | 36=S6 | 64=Doctoral Degree                    |

**SECTION 3: EDUCATION AND TRAINING (FOR ALL HOUSEHOLD MEMBERS AGED 5 YEARS AND ABOVE)**

	Serial number in HH Roster						Skip Pattern
	Name of household member						
	Age of household member						
<b>3.13</b>	<b>Why did (YOU/NAME) leave school?</b> <i>(Circle the main reason)</i>						
	10=Disabled/Illness	10	10	10	10	10	
	11=No School Fees	11	11	11	11	11	
	12=School Too far	12	12	12	12	12	
	13=Family did not allow Schooling	13	13	13	13	13	
	14=Not Interested in School	14	14	14	14	14	
	15=Education not considered valuable	15	15	15	15	15	
	16=School not Safe	16	16	16	16	16	
	17=To learn a job	17	17	17	17	17	
	18=To Work for Pay	18	18	18	18	18	
	19=To Work in a family business/Farm	19	19	19	19	19	
	20=Help with Household chores	20	20	20	20	20	
	21=Lack of Scholastic materials	21	21	21	21	21	
	22=Due to pregnancy	22	22	22	22	22	
23=Other, Specify	23	23	23	23	23		
<b>3.14</b>	<b>Have (YOU/Name) ever participated in or are you currently participating in any business, entrepreneurship, or micro enterprise development training outside School?</b>	1	1	1	1	1	>>(4.0)
	1=Yes 2=No (>> NEXT SECTION)	2	2	2	2	2	
<b>3.15</b>	<b>What type of Trade or technical Skill did (YOU/NAME) learn or Are/Is (YOU/NAME) learning?</b> <i>(See codes below)</i>						
<b>3.16</b>	<b>Where Are/Is (YOU/NAME) acquiring this trade/Skill or If already acquired where was it acquired?</b>	1	1	1	1	1	
	1=Vocational school/Course	2	2	2	2	2	
	2=Apprenticeship or on the job training	3	3	3	3	3	
	3=Learned from a friend or family member	4	4	4	4	4	
	4=From an NGO or community organization	4	4	4	4	4	
	5=Other, specify	5	5	5	5	5	

**Codes for 3.15**

01=Welding	05=Electrician	09=Phone Repair	13=Laundry/Dry Cleaning	17=Agriculture/Land Management/Fishery
02=Carpentry	06=Plumbing	10=Sewing/Tailoring/Textiles	14=Beautician/Hair/Nails	18=Accounting/Book Keeping
03=Construction	07=Motor vehicle mechanic	11=Crafts/Basket Weaving	15=Health care/Traditional Medicine	19=Other, specify
04=Masonry	08=Computer Repair	12=Catering/Food Service	16=Massage/Reflexology	

**SECTION 4: CURRENT LABOUR FORCE STATUS (FOR ALL HOUSEHOLD MEMBERS AGED 5 AND ABOVE)**

	Serial number in HH Roster						Skip Pattern
	Name of household member						
	Age of household member						
<b>4.0</b>	<b>Serial number of the person providing information about the child</b> <i>(Write Serial number from Household Roster)</i>						
<b>4.1</b>	<b>In the last seven days, did (YOU/NAME) work for a wage, salary, commission or any payment in kind; including doing paid domestic work, even if it was for only for one hour?</b> <i>Examples: a regular job, contract, casual or piece work for pay, work in exchange for food or housing, paid domestic work.</i> 1=Yes 2=NO	1 2	1 2	1 2	1 2	1 2	
<b>4.2</b>	<b>In the last seven days, did (YOU/NAME) run a business of any size, for yourself or with one or more partners, even if it was for only one hour?</b> <i>Examples: Commercial farming, selling things, making things for sale, construction, repairing things, brewing beer for sale, collecting wood or water for sale, hairdressing, crèche businesses, having a legal or medical practice, performing, having a public phone shop.</i> 1=Yes 2=NO	1 2	1 2	1 2	1 2	1 2	
<b>4.3</b>	<b>In the last seven days, did (YOU/NAME) help without being paid in any kind of business run by your household, even if it was only for one hour?</b> <i>Examples: help to sell things, make things for sale or exchange, doing the accounts, cleaning up for the business, etc.</i> 1=Yes 2=NO	1 2	1 2	1 2	1 2	1 2	
<b>4.4</b>	<b>In the last seven days, were (YOU/NAME) an apprentice?</b> <b>(INCLUDE APPRENTICESHIPS THAT ARE PAID CASH, PAID IN KIND, UNPAID, OR FOR WHICH THE APPRENTICE PAYS TO PARTICIPATE.)</b> 1=Yes 2=No	1 2	1 2	1 2	1 2	1 2	
<b>4.5</b>	<b>In the last seven days, did (YOU/NAME) work on your household's farm?</b> <i>(Examples: tending crops, feeding animals, collecting eggs, milking cows, repairing tools, weeding)</i> 1=Yes 2=NO	1 2	1 2	1 2	1 2	1 2	
<b>CHK 1</b>	<b>IF 1 TO ANY ITEM IN 4.1 TO 4.5 , THEN CIRCLE 1 ELSE CIRCLE 2</b>	1 2	1 2	1 2	1 2	1 2	>> SECTION 5 >> 4.6
<b>4.6</b>	<b>Even though (YOU/NAME) did not do any of the above activities in the last seven days, do (YOU/NAME) have a job, business, or other economic or farming activity that you would definitely return to?</b> 1=Yes 2=No	1 2	1 2	1 2	1 2	1 2	(>>SECTION 5)
<b>4.7</b>	<b>Were (YOU/NAME) seeking for work in the last 4 weeks?</b> 1=Yes 2=No	1 2	1 2	1 2	1 2	1 2	(>>6.4) (>>6.4)

**SECTION 5: EMPLOYMENT AND HOURS OF WORK (FOR ALL HOUSEHOLD MEMBERS AGED 5 YEARS AND ABOVE)**

	Serial number in HH Roster						Skip Pattern
	Name of household member						
	Age of household member						
5.0	Serial number of the person providing information about child (Write Serial number from Household Roster)						
5.1	In the last seven days, did (YOU/NAME) have more than one income generating activity such as a job, business, household enterprise, or farm? 1=Yes 2=No	1	1	1	1	1	
		2	2	2	2	2	
5.2	What kind of work do (YOU/NAME) usually do in the (main) job/business that you had during the last week? DESCRIBE THE OCCUPATION AND MAIN TASKS OR DUTIES IN AT LEAST 2 WORDS. (E.g. vegetable farmer, primary school teacher, computer programmer.) DESCRIBE CODE						
5.3	What are the main goods/services produced at (YOUR/NAME's) place of work or its main function? DESCRIBE THE INDUSTRY -e.g.- Restaurant, secondary school, appliance factory, real estate office.)						
5.4	When did (YOU/NAME) start working for this employer or start running this business? Year(YYYY) in four figures: Month(MM) in 2 figures (Ex: 08 for August) 98=DK	YEAR					
		MM					
5.5	In this (main) job/business that (YOU/NAME) had during the last week, were (YOU/NAME)... 1=Working for someone else for pay <sup>17</sup> 2=An employer (a person who pays one or more people to work for him) 3=An own-account worker (a person running a business with no employees) 4=Helping without pay in a household business 5=An apprentice 6=Working on a household farm	1	1	1	1	1	
		2	2	2	2	2	
		3	3	3	3	3	
		4	4	4	4	4	
		5	5	5	5	5	
		6	6	6	6	6	
5.6	Last week, how many hours did (YOU/NAME) actually work at your main job and secondary jobs? Please tell me the hours you worked each day, starting with Sunday.						
	Sunday						
	Monday						
	Tuesday						
	Wednesday						
	Thursday						
	Friday						
	Saturday						

<sup>17</sup> Include paid domestic workers, paid workers in household businesses, gardeners, security guards, etc. Payment may be in cash or in kind (eg. Food, accommodation. This category includes all employees: part-time, casual worker and piecework.

**SECTION 6: TIME OF WORK, AGE AT FIRST WORK, JOB SEARCH AND PLACE OF WORK (FOR ALL HOUSEHOLD MEMBERS AGED 5-17 YEARS)**

	Serial number in HH Roster									Skip Pattern
	Name of household member									
	Age of household member									
<b>6.0</b>	Serial number of the person providing information about child <i>(Write Serial number from Household Roster)</i>									
<b>6.1</b>	<p><b>During what time of the day did (YOU/NAME) usually work last week?</b>  <b>(6.1a) (Applicable to all Children)</b>                      1=Day                      2=Night                      3=Both day and Night</p> <p><b>(6.1b) (Applicable to Only those in School)</b>                      4=Before School                      5=After School                      6=Both Before and After School                      7=During weekends                      8=During time when absent from School</p>	1 2 3  4 5 6 7 8	1 2 3  4 5 6 7 8	1 2 3  4 5 6 7 8	1 2 3  4 5 6 7 8	1 2 3  4 5 6 7 8	1 2 3  4 5 6 7 8			
<b>6.2</b>	<b>At What Age did (YOU/NAME) start work?</b>									
<b>6.3</b>	<p><b>Last seven days, where did (YOU/NAME) mainly carry out the work?</b>                      1=At family dwelling                      2=At employer's house                      3=On the street                      4=Industry/factory                      5=Shop/market/kiosk                      6=Plantation/farm/garden                      7=Construction site                      8=Quarrying site                      9=Other, specify</p>	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	} >>SECTION 7		
<b>6.4</b>	<p><b>Did you Engage in any work during the last 12 months?</b>                      1=Yes                      2=No</p>	1 2	1 2	1 2	1 2	1 2	1 2			

**SECTION 7: NON-MARKET ACTIVITIES (FOR ALL HOUSEHOLD MEMBERS AGED 5-17)**

	Serial number in HH Roster						Skip Pattern
	Name of household member						
	Age of household member						
7.0	Serial number of the person providing information about child ( <i>Write Serial number from Household Roster</i> )						
7.1	Last week, how much time in hours did (YOU/NAME) spend collecting firewood for your household, including travel time?						
7.2	Last week, how much time in hours did (YOU/NAME) spend collecting water for your household, including travel time?						
7.3	Last Week how many hours did (YOU/NAME) spend cooking for the household?						
7.4	Last Week how many hours did (YOU/NAME) spend taking care of children, the sick and the elderly in the household?						
7.5	When do you usually carry out these activities?	1	1	1	1	1	
	<i>7.5a (Applicable to all Children)</i>						
	1=Day	2	2	2	2	2	
	2=Night	3	3	3	3	3	
	3=Both day and Night	4	4	4	4	4	
	<i>7.5b (Applicable to Only those in School)</i>	5	5	5	5	5	
	4=Before School	6	6	6	6	6	
	5=After School	7	7	7	7	7	
6=Both Before and After School	8	8	8	8	8		
7=During weekends							
8=During time when absent from School							
CHK 2	IF ENGAGED IN ANY WORK DURING LAST 12 MONTHS (6.4=1) OR 7 DAYS, CIRCLE 1, ELSE CIRCLE 2	1	1	1	1	1	(>>SECTION 8)
		2	2	2	2	2	(>>SECTION 11)

SECTION 8: OCCUPATIONAL HEALTH AND SAFETY (FOR ALL HOUSEHOLD MEMBERS AGED 5-17

												Skip Pattern
Serial number in HH Roster												
Name of household member												
Age of household member												
8.0	Serial number of the person providing information about child (Write Serial number from Household Roster)											
8.1	Did (NAME/YOU) have any of the following in the past 12 months because of (YOUR/NAME's work? (1=Yes 2=No, If yes indicate frequency of occurrence)											IF NO SINGLE YES THEN >>8.5 ELSE 8.2
	1=Yes 2=No	No of Times	1=Yes 2=No	No of Times	1=Yes 2=No	No of Times	1=Yes 2=No	No of Times	1=Yes 2=No	No of Times		
	A).Superficial injuries or open wounds											
	B)Fractures											
	C)Dislocations											
	D)Burns, corrosions											
	E)Breathing problems											
	F)Eye problems											
	G)Skin problems											
	H)Stomach problems/Diarrhea											
	I)Fever											
	J)Extreme fatigue											
	K)Other (Specify)											
8.2	What consequences did your most serious illness/injury have on.....											
	<b>(8.2a) Work</b>											
	10=Permanently disabled											
	11=Prevented from work permanently											
	12=Stopped Work temporarily											
	13=Changed job											
	14=Not serious to stop work											
	<b>(8.2b) Schooling</b>											
	15=Stopped Schooling temporarily											
	16=Prevented from schooling permanently											
	17=Not Serious to stop schooling											
	18= Mental disturbance											
	19=Irregular Attendance											
	20=Poor performance											
	21=Other, specify											
8.4	Describe the actual tasks or occupation (YOU/NAME) was doing when got seriously injured or fell sick seriously											
	OCCUPATION DECRPTION											
	OCCUPATION CODE											

**SECTION 8: OCCUPATIONAL HEALTH AND SAFETY (FOR ALL HOUSEHOLD MEMBERS AGED 5-17)**

	Serial number in HH Roster						Skip Pattern
	Name of household member						
	Age of household member						
	Serial number of the person providing information about child ( <i>Write Serial number from Household Roster</i> )						
8.5	<b>(Do/Does) (YOU/NAME/ YOU) carry heavy loads at work?</b> 1=Always/Often 2=Sometimes 3=Seldom/Rare 4=Never	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
8.6	<b>(Does NAME/Do YOU) operate any machinery /heavy equipment at work?</b> 1=Yes 2=No (>>8.8)	1 2	1 2	1 2	1 2	1 2	>>8.8
8.7	<b>What type of tools, equipment or machines (does NAME/do YOU) use at work? ( Code two most applicable)</b>						
8.8	<b>Are (YOU/NAME) often exposed to any of the following at the workplace? ( 1=Yes, 2=No)</b> A=Dust, fumes, gas B=Noise C=Extreme temperatures D=Dangerous tools E=Work at height F=Chemicals G=Others(Specify)						
8.9	<b>(Is NAME/Are YOU) treated to any of the following at work? ( Read each of the following options and write 1=Yes 2=No)</b> A=Constantly shouted at B=Repeatedly insulted C=Beaten/Physically hurt D=Sexually abused (touched or done things to you that you did not want) E=Other Specify						

**Codes for Question .8.7**

- |    |                         |    |        |    |                    |    |  |    |                 |
|----|-------------------------|----|--------|----|--------------------|----|--|----|-----------------|
| 10 | Mowing Machines         | 13 | Axes   | 16 | Slashers           | 19 | Grinders   | 98 | Other (Specify) |
| 11 | Arc welding machine     | 14 | Pangas | 17 | Gun                | 20 | Wood and Iron Saws ( Used in carpentry Workshops)            |    |                 |
| 12 | Chain saws/Tree cutters | 15 | Hoes   | 18 | Concrete Vibrators | 21 | Operating motor-driven lifting equipment and conveyor belts. |    |                 |

**SECTION 9: EARNINGS AND MODE OF PAYMENT (FOR ALL HOUSEHOLD MEMBERS AGED 5 YEARS AND ABOVE)**

	Serial number in HH Roster						Skip to Pattern
	Name of household member						
	Age of household member						
	Serial number of the person providing information about child ( <i>Write Serial number from Household Roster</i> )						
<b>QUESTIONS 9.1 AND 9.2 ARE APPLICABLE TO ONLY PAID EMPLOYEES AGED 5 YEARS AND ABOVE</b>							
9.1	<b>What is (YOUR/NAME'S) mode of payment?</b> 1 =Piece rate 2 =Daily 3 =Weekly 4 = Monthly 5 =Some other way, specify	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
9.2	<b>What is the average monthly income that (YOU/NAME) get(s) from the main work?</b> <i>This should be the rate before taxes or other deductions are taken out. Record both the cash and Kind income</i> ENTER AMOUNT IN SHILLINGS	CASH					
		KIND					
<b>QUESTIONS 9.3-9.5 ARE APPLICABLE TO ONLY WORKING CHILDREN AGED 5-17 YEARS</b>							
9.3	<b>What is the main reason for (YOU/NAME) engage in work?</b> 1=Supplement family income 2=Help in family business 3=Help pay family debt 4=Learn skills from job 5=School fees too high 6=Not interested in Schooling 7=Schooling not useful in future 8=School too far/No school 9=Other Specify	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	
9.4	<b>What do (YOU/NAME) usually do with your earnings</b> 1=Pay my school fees 2=Buy school needs 3=Give part or all of earnings to parents/Guardians 4=Buy household needs 5=Buy personal needs 6=Buy Brothers/sisters needs 7=Save part or all of it 8=Other (Specify)	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	} >> SECTION 10)
9.5	<b>What is the main reason for (YOU/NAME) saving?</b> 1=Go to school 2=Start own Business 3=Learn a trade 4=Other (Specify)	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

SECTION 10: PERCEPTIONS /OBSEVATION OF PARENT/GUARDIAN ABOUT WORKING CHILDREN (5-17)..... CONTINUED

	Serial number in HH Roster						Skip Pattern
	Name of household member						
	Age of household member						
10.0	Serial number of the person providing information about child ( <i>Write Serial number from Household Roster</i> )						
CHK 3	IF ENGAGED IN ANY WORK DURING LAST 7 DAYS (CHK1=1), CIRCLE 1, ELSE CIRCLE 2	1 2	1 2	1 2	1 2	1 2	(>>)10.1 >>SECTION 11
10.1	What do you consider currently best for (NAME)? ( <i>Read the options</i> ) 1= Work for income 2= Assist family business 3= Assist with household chores 4=Attend school 5= Other (Specify)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
10.2	What problem(s) does (NAME) face as a result of his/her work? ( <i>Read the options and circle 1=Yes, if item is applicable and 2=No if not applicable</i> )						
	(a) Injury, illness or poor health	1 2	1 2	1 2	1 2	1 2	
	(b) Poor grades in school	1 2	1 2	1 2	1 2	1 2	
	(c) Emotional harassment (intimidation, scolding,	1 2	1 2	1 2	1 2	1 2	
	(d) Physical harassment (beating)...	1 2	1 2	1 2	1 2	1 2	
	(e) Sexual abuse	1 2	1 2	1 2	1 2	1 2	
	(f) Extreme fatigue	1 2	1 2	1 2	1 2	1 2	
	(g) No play time	1 2	1 2	1 2	1 2	1 2	
	(h) No time to go to school	1 2	1 2	1 2	1 2	1 2	
	(i) Others (Specify)	1 2	1 2	1 2	1 2	1 2	
10.3	What are the main reasons for letting (NAME) work? ( <i>Indicate three most important reasons</i> )						
	10= Supplement family income						
	11= Help pay family debt						
	12= Help in household enterprise						
	13= Learn skills						
	14= Schooling not useful for future						
	15= No school/school too far						
	16=Cannot afford school fees						
	17= Child not interested in school						
	18= Temporarily replacing someone unable to work.						
	19= Preventing him/her from making bad friends and/or being led a stray						
	20= Other (Specify)						

**SECTION 11: HOUSING AND HOUSEHOLD CONDITIONS**

Now we would like to ask you about your housing conditions: all the rooms and all separate building used by your household members.

**11.1 What type of dwelling is it?**

- 1= Independent house
- 2= Tenement (Muzigo)
- 3= Independent flat/apartment
- 4= Sharing house/flat/apartment
- 5= Boys quarters
- 6= Garage
- 7= Hut
- 8= Uniport
- 9= Other (specify)

**11.2 What is its tenure status?**

- 1= Owned
- 2= Rented (Normal)
- 3= Rented (subsidized)
- 4= Supplied free by employer
- 5= Supplied free or rent paid by relative or other person
- 6= Other (specify)

**11.3 How many rooms are used for sleeping in the dwelling?**

**11.4 What is the Household's main source of energy for ....**

- 1= Firewood
- 2= Charcoal
- 3= Paraffin
- 4= Gas
- 5= Electricity
- 6= Solar
- 7= Other (specify)

11.4(a) Cooking	11.4(b) Lighting
<input type="text"/>	<input type="text"/>

**11.5 What is the main source of drinking water?**

- 1= Tap/Piped water
- 2= Borehole
- 3= Protected well/Spring
- 4= Gravity flow scheme
- 5= Rain water
- 6= Open water sources
- 7= Water truck/Water vendor
- 8= Other (Specify)

**SECTION 11: HOUSING AND HOUSEHOLD CONDITIONS**

**11.6 Has the household ever changed the usual place of residence from some other Districts to the present District during the last 5 Years?**

- 1= Yes
- 2= No (>>11.9)

**11.7 In which District was the last place of residence?**

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

**11.8 What the main reason for changing the place of residence?**

- 1= Change of job/Job transfer
- 2= Found Job
- 3= Looking for job
- 4= Search for cultivation land
- 5= Search for pasture land
- 6= Insecurity
- 7= Search for Training opportunities
- 8= Built a permanent home
- 9= Other (Specify)

**11.9 Has the household ever experienced major food shortage during the last 5 years? if yes, what was the major cause of the food shortage?**

- 1= No (>>11.11)
- 2= Insecurity/ war
- 3= Inadequate land
- 4= Large family size
- 5= Crop failure
- 6= Lack of manpower
- 7= Lack of resources
- 8= Other (Specify)

**11.10 How did the household mainly manage the food shortage?**

- 1= Food relief
- 2= Assisted by relatives/friends
- 3= Casual labouring
- 4= Sent children to work for pay
- 5= Migrated/ moved to another place
- 6= Reduced number of meals taken a day
- 7= Sent children to relatives
- 8= Other (Specify)

**11.11. What is the Household's main source of Livelihood?**

- 1= Subsistence Farming
- 2= Employment Income
- 3= Business Enterprise
- 4= Cottage Industry
- 5= Property Income
- 6= Remittances
- 7= Other (Specify)

**SECTION 11: HOUSING AND HOUSEHOLD CONDITIONS**

11.12. **Does the Household Own land?** (Specify number of acres owned)

998=Household does not own land

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11.13. **Does the household own any of the following?**

(1=Yes 2=No)

1. Motor vehicle	
2. Motor-bike	
3. Bicycle	
4. Television	
5. Computer	
6. Sewing machine	
7. Telephone (Land line)	
8. Mobile phone	
9. Radio	

11.14. **Does the household own livestock?** (If yes, specify the numbers of livestock owned by the household, else write in the number column '00')

Type	1=Yes, 2=No	Number
1. Cow		
2. Sheep		
3. Goat		
4. Pig		
5. Poultry		
6. Other (specify)		

11.15. **Has the household been adversely affected by any of the following countrywide /community wide problem in the last 12 months?**

1=Yes

2=No

Problem	1=Yes 2=No
A. Natural disaster (drought, flood, storms, hurricane, landslides)	
B. Epidemics	
C. Business closing due to economic recession	
D. Falling agricultural prices.	
E. Public protests	
F. Other (specify)	

(If no single 1 for items 11.15(A)-11.15(F) >>11.17)

**SECTION 11: HOUSING AND HOUSEHOLD CONDITIONS**

11.16. **How did the household cope with this problem?** (Indicate 1=Yes, if applicable; 2=No if not applicable)

A	Financial assistance from government agencies	
B	Financial assistance from NGOs/ religious organizations/local community	
C	Financial assistance from relatives / friends	
D	Took children out of school as could not afford it	
E	Placed children in other household(s)	
F	Got a loan (from bank or friend)	
G	Sold household assets	

11.17. **Has the household suffered a fall in income due to any of the following household specific problems in the last 12 months?** (1=Yes, 2=No)

A	Loss of employment of any member	
B	Bankruptcy of a family business	
C	Illness or serious accident of a working member of the household	
D	Death of a working member of the household	
E	Abandonment by the household head	
F	Fire in the house/business/property	
G	Criminal act by household member	
H	Land dispute	
I	Loss of cash support or in-kind assistance	
J	Fall in prices of products of the household business.	
K	Loss of harvest	
L	Loss of livestock	
M	Other (Specify)	

(If no single 1 for items 11.17(A)-11.17(M) >>End interview)

11.18. **How was it possible for the household to overcome this hardship?** (Indicate 1=Yes, if applicable; 2=No if not applicable)

A	Financial assistance from government agencies	
B	Financial assistance from NGOs/ religious organizations/local community organizations	
C	Financial assistance from relatives / friends	
D	Took children out of school as could not afford it	
E	Placed children in other household(s)	
F	Additional work hours by household members.	
G	Sold property/used savings	
H	Reduced household expenditures	
I	No serious impact	
J	Other	
K	None	

## **Annex II: Authors and Editorial Team**

The following persons contributed to the authorship of his report

1. Andrew Mukulu –Director Population and Social Statistics
2. Wilson Nyegenye-Principal Statistician
3. Vincent Ssenono-Senior Statistician
4. Pamela Kakande-Senior Statistician
5. Simon kyewalyanga-Statistician
6. Dorcas Nabukwasi

### Annex III Definition and matrix of hazardous work

Definition of hazardous work:

According to the National Child Labour Policy (2006), hazardous work refers to work, which by its nature or circumstances in which it is performed, is likely to harm the health, safety or morals of children.

- Hazardous work is found when:
- Children are exposed to dangerous machinery, equipment and tools
- Children carry heavy loads beyond their capacity
- Children work in unhealthy environments that expose them to hazardous substances, infectious diseases, excessive noise, temperature or vibrations
- Children are exposed to harassment or physical/psychological/sexual abuse
- Children work underground, in water, or at heights
- Children are unreasonably confined to the premises of the employers
- Children work under strenuous conditions such as work for long hours

The matrix below lists hazardous occupations and their consequences on the health of children. The matrix has been divided into two sections:

- The first section includes those activities which constitute ***unconditional worst forms of child labor***, ie. Activities that are inherently damaging to the child's development. These activities are always hazardous, under any circumstances.
- The second section includes those activities which are conditionally hazardous. These activities are likely to be hazardous to the child, but under certain circumstances may be acceptable. The age of the child, the particular circumstances of the child's activities, and the child's working conditions must be considered to determine if the activity is hazardous.

**Table A: Unconditional hazardous work**

<b>Sectors</b>	<b>Activities</b>	<b>Hazardous condition</b>	<b>Risks and possible consequences<sup>18,19</sup></b>
Trafficking	<ul style="list-style-type: none"> <li>• Domestic work</li> <li>• Commercial sexual exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of identification</li> <li>• Separation from family</li> <li>• Physical and sexual abuse</li> <li>• Bondage</li> </ul>	<ul style="list-style-type: none"> <li>• Sexually transmitted diseases (including HIV/AIDS)</li> <li>• Emotional/psychological trauma</li> <li>• Impaired moral development</li> <li>• Cuts and wounds</li> <li>• Loss of dignity/self-esteem</li> </ul>
Commercial sexual exploitation	<ul style="list-style-type: none"> <li>• Providing sexual services</li> <li>• Engagement in child pornography</li> </ul>	<ul style="list-style-type: none"> <li>• Involuntary (forced) labour</li> <li>• Exposure to physical violence</li> <li>• Sexual abuse</li> <li>• Exposure to drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Sexually transmitted diseases (including HIV/AIDS)</li> <li>• Unwanted pregnancy and abortion</li> <li>• Emotional/psychological trauma</li> <li>• Impaired moral development</li> <li>• Cuts and wounds</li> <li>• Loss of dignity/self-esteem</li> </ul>
Armed conflict	<ul style="list-style-type: none"> <li>• Children abducted to join fighting forces</li> <li>• Children conscripted to join the military</li> <li>• Portering supplies</li> <li>• Spying to gather information</li> <li>• Sexual slavery</li> </ul>	<ul style="list-style-type: none"> <li>• Exposure to violence (target and perpetrator)</li> <li>• Sexual and physical abuse</li> <li>• Isolation from family</li> <li>• Using dangerous weapons</li> <li>• Deprivation of food/water</li> <li>• Carrying heavy loads</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional/psychological trauma</li> <li>• Impaired moral development</li> <li>• Cuts and wounds</li> <li>• Injuries/disability</li> <li>• Sexually transmitted diseases (including HIV/AIDS)</li> <li>• Fatigue</li> <li>• Stunted growth and deformity</li> </ul>

<sup>18</sup> Any other sectors/activities that could deny children the right to education by preventing their attendance at school are considered hazardous. Consequences of denial of education might include limited cognitive development, lack of basic literacy/numeracy skills, and limited opportunities for future productive employment.

<sup>19</sup> Any hazardous activity could potentially cause the death of the child. The ultimate consequence of hazardous work, across sectors, is death.

**Table B: Conditional hazardous work**

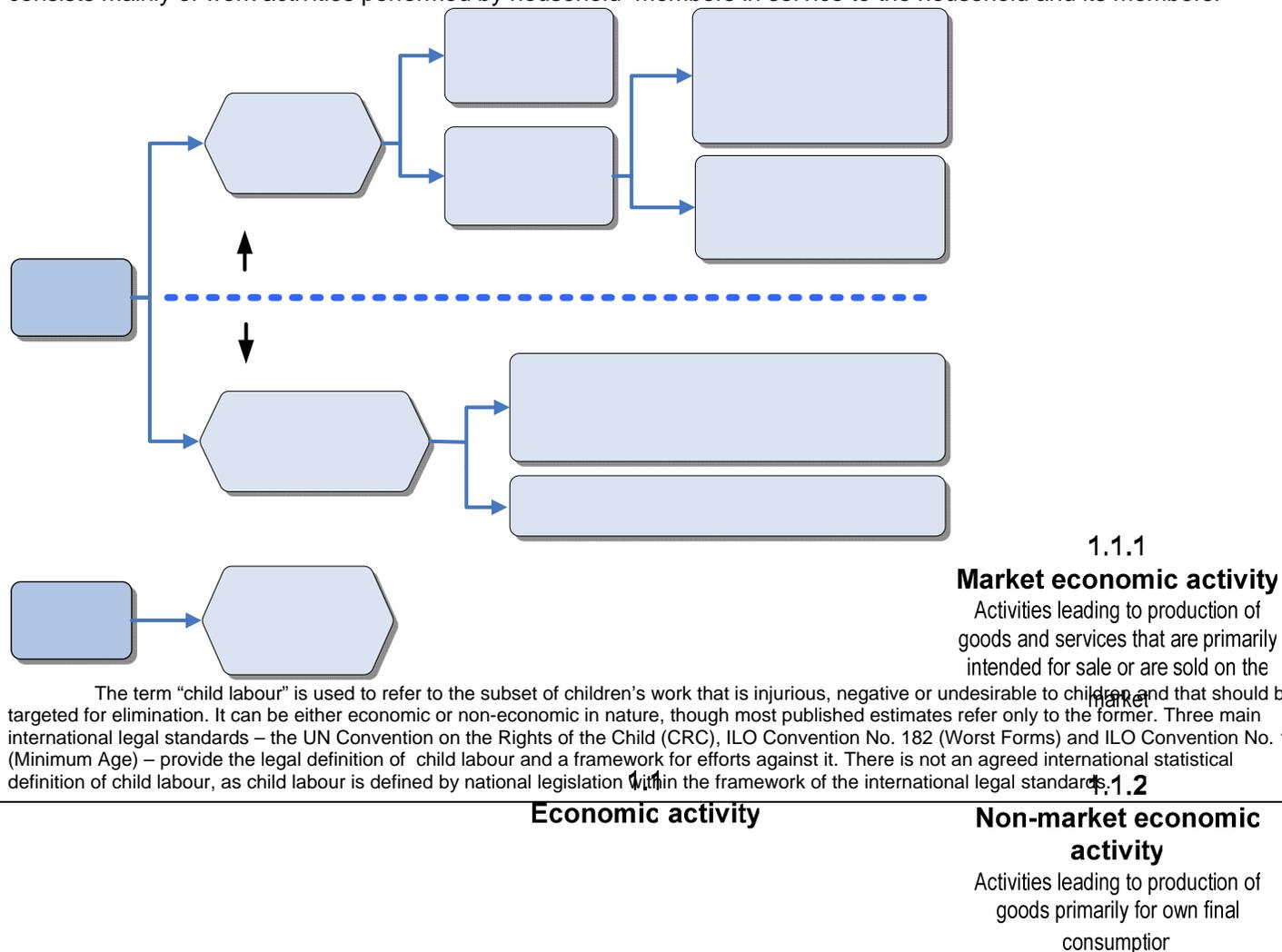
Sectors	Activities	Conditions under which the work is hazardous	Risks and possible consequences
<b>Agriculture</b>	<ul style="list-style-type: none"> <li>From Digging, Planting, Growing, Harvesting, Processing, and Marketing:               <ul style="list-style-type: none"> <li>Tobacco</li> <li>Tea</li> <li>Rice</li> <li>Sugar cane</li> <li>Maize milling</li> <li>Cotton</li> <li>Horticulture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Noise and vibration</li> <li>Carrying heavy loads</li> <li>Exposure to dust, fumes</li> <li>Exposure to hazardous chemicals (pesticides)</li> <li>Exposure to extreme temperatures</li> <li>Using tractors and dangerous machinery</li> <li>Long hours of work</li> <li>Exposure to smoking</li> <li>Animal attack</li> </ul>	<ul style="list-style-type: none"> <li>Loss of hearing</li> <li>Poisoning (acute and chronic)</li> <li>Cuts and wounds</li> <li>Fatigue</li> <li>Long term health problems</li> <li>Respiratory diseases</li> <li>Musculoskeletal injuries</li> </ul>
	<ul style="list-style-type: none"> <li>Subsistence farming</li> <li>Hunting</li> </ul>	<ul style="list-style-type: none"> <li>Long hours</li> <li>Animal attack</li> <li>Carrying heavy loads</li> <li>Use of sharp objects</li> <li>Walking long distances</li> </ul>	<ul style="list-style-type: none"> <li>Fatigue</li> <li>Injury from animal attack</li> <li>Accidents</li> <li>Musculoskeletal injuries</li> <li>Cuts and wounds</li> </ul>
	<ul style="list-style-type: none"> <li>Animal herding</li> </ul>	<ul style="list-style-type: none"> <li>Animal attacks</li> <li>Long hours</li> <li>Isolation</li> <li>Walking long distances</li> </ul>	<ul style="list-style-type: none"> <li>Fatigue</li> <li>Psychological stress</li> <li>Injury from animal attack</li> <li>Accidents</li> <li>Infection with animal diseases</li> </ul>
<b>Fishing</b>	<ul style="list-style-type: none"> <li>Paddling boats/canoes</li> <li>Loading boats/canoes</li> <li>Fishing</li> <li>Smoking fish</li> </ul>	<ul style="list-style-type: none"> <li>Long hours</li> <li>Work at night</li> <li>Sudden shifts in weather</li> <li>Carrying heavy loads</li> <li>Animal attacks</li> <li>Travelling across deep water</li> </ul>	<ul style="list-style-type: none"> <li>Drowning</li> <li>Water-borne diseases</li> <li>Fatigue</li> </ul>
<b>Domestic work</b>	<ul style="list-style-type: none"> <li>cleaning</li> <li>cooking</li> <li>washing</li> <li>child minding</li> </ul>	<ul style="list-style-type: none"> <li>Handling sharp instruments</li> <li>Working with machinery and tools</li> <li>Working long hours</li> <li>Isolated from family</li> <li>Handling fire and hot objects</li> <li>Sexual</li> </ul>	<ul style="list-style-type: none"> <li>Musculoskeletal injuries</li> <li>Cuts and wounds</li> <li>Emotional/psychological stress or trauma</li> <li>Burns</li> <li>Fatigue</li> <li>Stunted physical development</li> </ul>

		<ul style="list-style-type: none"> <li>harassment/abuse</li> <li>Inadequate food</li> </ul>	
<b>Construction</b>	<ul style="list-style-type: none"> <li>Brick making</li> <li>Portering</li> <li>Carpentry work</li> <li>Building</li> <li>Road construction</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to chemicals</li> <li>Exposure to fumes, dust</li> <li>Exposure to fire and excessive heat</li> <li>Working long hours</li> <li>Carrying heavy loads</li> <li>Excessive noise/vibration</li> <li>Exposure to dangerous tools</li> <li>Exposure to dangerous heights and depths</li> </ul>	<ul style="list-style-type: none"> <li>Burns</li> <li>Musculoskeletal injury</li> <li>Cuts and wounds</li> <li>Respiratory diseases</li> <li>Fatigue</li> <li>Loss of hearing</li> <li>Stunted growth and deformity</li> </ul>
<b>Mining</b>	<ul style="list-style-type: none"> <li>Sand harvesting</li> <li>Quarrying</li> <li>Stone crushing</li> <li>Digging caves/tunnels</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to fumes, dust</li> <li>Exposure to fire and excessive heat</li> <li>Working long hours</li> <li>Carrying heavy loads</li> <li>Falling rocks or objects</li> <li>Excessive noise/vibration</li> <li>Working at heights or below ground</li> </ul>	<ul style="list-style-type: none"> <li>Burns</li> <li>Musculoskeletal injury</li> <li>Cuts and wounds</li> <li>Respiratory diseases</li> <li>Fatigue</li> <li>Loss of hearing</li> </ul>
<b>Urban informal sector</b>	<ul style="list-style-type: none"> <li>Working in markets</li> <li>Hawking</li> <li>Street vending</li> <li>Begging</li> <li>Scavenging and stealing</li> <li>Welding</li> <li>Cross-border smuggling</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to drugs</li> <li>Exposure to chemicals</li> <li>Exposure to physical and sexual abuse</li> <li>Traffic accidents</li> <li>Working long hours</li> <li>Working at night</li> <li>Carrying heavy loads</li> <li>Unsanitary conditions</li> </ul>	<ul style="list-style-type: none"> <li>Cuts and wounds</li> <li>Emotional/psychological stress</li> <li>Injuries</li> <li>Fatigue</li> <li>Loss of self-esteem</li> <li>Drug addiction</li> <li>Loss of hearing</li> <li>Damage to eyesight</li> </ul>
<b>Entertainment</b>	<ul style="list-style-type: none"> <li>Hotels/bars/restaurants</li> <li>Casinos</li> <li>Video parlors</li> <li>Night clubs</li> </ul>	<ul style="list-style-type: none"> <li>Sexual harassment/abuse</li> <li>Long hours</li> <li>Work at night</li> <li>Work with knives/sharp objects</li> <li>Exposure to immoral behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Emotional/psychological stress</li> <li>Sexually transmitted diseases (including HIV/AIDS)</li> <li>Cuts and wounds</li> <li>Impaired moral development</li> <li>Loss of dignity/self-esteem</li> </ul>

**Annex IV: Children's work and child labour: A note on terminology**

Terminology and concepts used for categorising children's work and child labour (and in distinguishing between the two) are inconsistent in published statistics and research reports, frequently creating confusion and complicating cross-country and longitudinal comparisons. In this study, "children's work", is used broadly to refer to all productive activities performed by children. Productive activities, in turn, are defined as all activities falling within the general production boundary, i.e., all activities whose performance can be delegated to another person with the same desired results. This includes production of all goods and the provision of services to others within or outside the individual's household.

The study distinguishes between two broad categories of children's work – economic activity and non-economic activity. The definition of "economic activity" used in the study derives from the System of National Accounts (SNA) (rev. 1993), the conceptual framework that sets the international statistical standards for the measurement of the market economy. It covers all market production and certain types of non-market production, including production of goods for own use. "Non-economic activity" is defined as any productive activity falling outside the SNA production boundary. It consists mainly of work activities performed by household members in service to the household and its members.



**1. PRODUCTIVE ACTIVITIES**

**Activities inside SNA production boundary**

**Activities outside SNA production boundary**