

International Labour Organization

Child labour baseline survey

conducted in Wakiso, Rakai and Mbale Districts, Uganda



THE REPUBLIC OF UGANDA

ANALYTICAL REPORT

October 2009

International Programme on the Elimination of Child Labour (IPEC)

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Child labour baseline survey : conducted in Wakiso, Rakai and Mbale districts, Uganda / International Labour Office; ILO International Programme on the Elimination of Child Labour ; Uganda Bureau of Statistics. - Geneva: ILO, 2010 – 1 v.

ISBN: 978-92-2-123336-7 (Print) ISBN: 978-92-2-123337-4 (Web PDF)

International Labour Office; ILO International Programme on the Elimination of Child Labour; Uganda Bureau of Statistics

child labour / child worker / baseline survey / Uganda - 13.01.2

NOTE

This report is as a result of the on-going partnership between ILO and the Uganda Bureau of Statistics.

This publication received technical inputs from Akky de Kort and Bazil Mugenyi from IPEC Office in Uganda.

Funding for this publication was provided by the United States Department of Labor through the ILO International Programme on the Elimination of Child Labour (IPEC) (Project UGA/08/50/USA).

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Printed in Uganda

LithoConsult

Recommended citation:

Uganda Bureau of Statistics (2009), *The 2009 Child Labour Baseline Survey in Wakiso, Rakai and Mbale District, October 2009,* Kampala, Uganda

FOREWORD

The effect of child labour to the individual, community and 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.

UBOS 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 both 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 to 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. UBOS hopes that the information presented in this report will be useful for the purpose for which it was intended.

uhasa

John. B. Male-Mukasa Executive Director

ACKNOWLEDGEMENT

The 2009 Child Labour Baseline Survey (CLBS) conducted in the three districts of Rakai, Wakiso and Mbale is as a result of the on-going partnership between ILO and the Uganda Bureau of Statistics.

The successful implementation of the CLBS study would not have been possible without the active support and dedicated efforts of International Labour Organization (ILO). UBOS therefore expresses its gratitude to ILO for the financial and technical support rendered during the implementation of the survey. The technical support including supervision during data collection and report editing by Akky de Kort, the Chief Technical Advisor (CTA) and Bazil Mugenyi, Program Monitoring & Evaluation Officer for ILO/IPEC-SNAP was of great value in terms of quality assurance for the survey.

UBOS would also like to express its appreciation to the staff of the district community services departments of the focus districts, the Uganda Police Force and the NGOs working on children affairs for providing information on working children during the key informant interviews (KIIs). The valuable contribution of the local leaders in the Focus Group Discussions (FGDs) is also highly recognized. We are grateful to the field staff for the unreserved efforts in ensuring that accurate information is collected for this report.

Finally, we are deeply grateful to all respondents of the CLBS, whose patience and willingness to answer questions was very instrumental to the success of this study.

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ACRONYMS

CLDSCrinic Labour baseline SurveyCSECCommercial Sexual Exploitation of ChildrenCSProCensus and Survey Processing (Software)CVCoefficient of VariationEAEnumeration AreaFGDsFocus Group DiscussionsGoUGovernment of UgandaGPIGender Parity IndexIABAIntegrated Area-Based ApproachILOInternational Labour OrganizationIPECInternational Programme on the Elimination of Child LabouKIIKey Informant InterviewsLCLocal CouncilLMISLabour Market Information SystemMDGMinistry of Gender Labour and Social DevelopmentMISManagement Information System		Child Labour Baseline Survey
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MDGMillennium Development GoalsMGLSDMinistry of Gender Labour and Social DevelopmentMISManagement Information System	LMIS	Labour Market Information System
MGLSD Ministry of Gender Labour and Social Development MIS Management Information System	MDG	Millennium Development Goals
MIS Management Information System	MGLSD	Ministry of Gender Labour and Social Development
	MIS	Management Information System
MoFPED Ministry of Finance Planning and Economic Development	MoFPED	Ministry of Finance Planning and Economic Development
NAP National Action Plan	NAP	National Action Plan
NCLP National Child Labour Policy	NCLP	National Child Labour Policy
NDP National Development Plan	NDP	National Development Plan
OVC Orphans and other Vulnerable Children	OVC	Orphans and other Vulnerable Children
PEAP Poverty Eradication Action Plan	PEAP	Poverty Eradication Action Plan
PPS Population Proportional to Size	PPS	Population Proportional to Size
SNA System of National Accounts	SNA	System of National Accounts
UBOS Uganda Bureau of Statistics	UBOS	Uganda Bureau of Statistics
UDWCP Uganda Decent Work Country Programme	UDWCP	Uganda Decent Work Country Programme
UNHS Uganda National Household Survey	UNHS	Uganda National Household Survey
UPE Universal Primary Education	UPE	Universal Primary Education
UPHC Uganda Population and Housing Census	UPHC	Uganda Population and Housing Census
USDOL United States Department of Labour	USDOL	United States Department of Labour
USE Universal Secondary Education	USE	Universal Secondary Education
WFCL Worst Forms of Child Labour	WFCL	Worst Forms of Child Labour

EXECUTIVE SUMMARY

The Government of Uganda is faced with the challenge of elimination of child labour in the Country. Child labour contributes to the 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 the three districts of Rakai, Mbale, and Wakiso. 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 with 118,000 (47%) and Mbale with 69,000 (35%). 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, with 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 of 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, with 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 going to school 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 of 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 main occupation of these children (84 percent) 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 aged 7-11 years are 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 aged 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 4,000 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 6,692 children and 1,106 children respectively. In Rakai district over 600 children were involved in fishing. More than 8,000 children in the focus districts were either involved in animal rearing, fishing, domestic service, restaurant service or bricklaying and these should constitute the most immediate policy priority.

Key informants also noted that indeed there was both internal child trafficking from rural to urban areas and international child trafficking. There were also cases of girl children going for sex work by keeping 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 aged 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 the 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 2006¹. 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°E, 32°E and latitude 0°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

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

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 bordering 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.

(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°E and latitudes 45°N and has an area of about 534.4 Sq Kms. It is composed of one county, a municipality and 11 sub-counties. 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.

- (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.

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 2006 of the Republic of Uganda. All children aged 12-13 doing work other than 'light work' or who do work beyond 14 hours a week. The Employment Act 2006 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 National 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 (12-13), then it is child labour.
- (b) All children aged 14-17 involved in hazardous forms of labour prescribed by the Employment Act 2006 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/orphanhood/ 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, 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 in illicit activities, and children forced to work.
 - (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
- (iv) To provide policy makers, researchers and other stakeholders with a comprehensive information and a set of indicators on child labour to guide interventions;
- (v) To act as a basis for the creation of a long-term database on child labour in Uganda.

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 conditions of its people where nearly 1/3 of its people live on less than \$1/day² and the HIV/AIDS prevalence rate is still high (6.4 percent) ³ 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 Uganda⁴. 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 socio-economic problems and challenges. Among these is the 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 at mainstreaming 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.
- 3. The Orphans and other Vulnerable Children (OVC) policy (2004) aims at reducing vulnerability of the OVC including working children.
- 4. The Local Governments Act provide structures for addressing child labour at the community level. Some

²Uganda National Household Survey 2005/2006

³Uganda HIV/AIDS Sero- Behavioural Survey, 2004-2005 ⁴UBOS (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.

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 the spread of HIV/AIDS and mitigation of socio-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. Sections 33-34 of the Employment Act 2006, among others, restrict employment of children under the age of 18 and prevent employment of children under the age of 14 except in light work.
- 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 of Uganda 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 predefined Worst Forms of Child Labour (WFCL) like child trafficking and Commercial Sexual Exploitation of Children (CSEC).
- (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 of Uganda 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, incidences of child labour and related characteristics. Both market and non-market activities are outlined in this chapter. Chapter 6 assesses the consequences of the work of children on their education, health and safety. Finally chapter 7 is on Policy implications and recommendations based on the findings from the study and other studies taken earlier.

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 Fours 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 were opinion leaders from each of the four sub counties in the focus districts. Membership was drawn from the members of Local Council executive in the sub-county, elders and other opinion leaders. Gender representation during the Focus Group Discussions was emphasized. The Key Informant Interviews questionnaires were on the other hand administered to technical officials of the District Community Services, NGOs dealing with children and the Uganda Police Force (UPF).

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:

District	Distribution with children years)	of households n (aged 5-17	Number of EAs selected	Estimated number of children aged 5-17 years in the sampled areas	Number selected households
(a)	(b)	(c)	(d)	(f)	(g)
	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

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

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













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 16th July 2009 and was completed on 21st 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 CSPro (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 were carried out to ensure accuracy of these tables. This was done both using STATA and the CSPro software. 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.

Docult	District				
(a)	Rakai (b)	Wakiso (c)	Mbale (d)	Total (e)	
Households interviews ³					
Households sampled	540	540	537	1,617	
Households interviewed	518	530	537	1,585	
Household response rate	95.9	98.1	100.0	98.0	
Children Interviews (aged 5-17 years)					
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	
Eligible children response rate⁴	97.6	96.8	97.2	97.2	

Table 2.2: Response	e Rates (%) fo	r Household and	d Individual Interviews
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³ Households interviewed/Households sampled

⁴ 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 a 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.

2.7 Challenges, Limitations and Lessons

- 1. 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.
- 2. The CLBS does not provide estimates lower than the district level as 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.
- 3. During the data collection some respondents especially in urban areas were not responsive in answering questions.
- 4. 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 total population in all 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.

	Sex			
District (a)	Male (b)	Female (c)	Total (d)	Sex Ratio (e)
Rakai	229,510	250,592	480,102	91.6
Wakiso	570,125	634,396	1,204,521	89.9
Mbale	184,846	199,584	384,430	92.6
Total	984,481	1,084,572	2,069,053	90.7

Table 3.1: Population Size by Sex and District

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			
(a)	0 – 14 (b)	15 – 64 (c)	65+ (d)	Total (b+c+d)
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.

Characteristic of head (a)	Rakai (b)	Wakiso (c)	Mbale (d)
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

Table 3.3: Characteristics of the Household Head

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 sizes 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.

Relationship to household	Rakai	Wakiso	Mbale
head			
(a)	(b)	(c)	(d)
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
Total	100	100	100

Table 3.4: Distribution of Household Population by Relationship to Household Head (%)

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 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 economy⁵.

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 population were working on household farm in Rakai district, while the proportion for Wakiso district was 48 percent.

Status in employment	Rakai	Wakiso	Mbale
(a)	(b)	(c)	(d)
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
Total	100	100	100

Table 3.5: Status in Employment of working Population aged 14-64 years (%)

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 all the three focus districts. This was followed by those in trade sector at about 10 percent, 9 percent and 11 percent for Rakai, Wakiso and Mbale respectively. There are variations in the distribution of various sectors where people were engaged across the districts.

Industry	Rakai	Wakiso	Mbale
(a)	(b)	(c)	(d)
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
Total	100	100	100

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.

⁵ILO, Key Indicators of Labour market-3rd edition, 2003

Table 3.7: Distribution of the of working Population aged 14-64 years by Occupation

Occupation	Rakai	Wakiso	Mbale
(a)	(b)	(c)	(d)
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
Total	100	100	100

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.

Characteristic of dwelling unit	Rakai	Wakiso	Mbale	
(a)	(b)	(c)	(d)	
Type of Housing unit				
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	
Total	100	100	100	
Occupancy Tenure of dwelling unit				
Owned	84.4	67.2	71.6	
Rented	11.9	28.5	27.0	
Free	0.6	3.4	0.4	
Others	3.1	0.9	1.0	
Total	100	100	100	

Table 3.8: Distribut ion of Households by Characteristics of Dwelling Units (%)

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 in Wakiso district 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 all the 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.

Number of Rooms used for sleeping	Rakai	Wakiso	Mbale	
(a)	(b)	(c)	(d)	
One	26.2	38.1	35.7	
Тwo	33.6	27.3	40.3	
Three	29.7	24.8	17.9	
More than three	10.5	9.8	6.1	
Total	100	100	100	

Table 3.9: Distribution of Households by Number of Rooms used for Sleeping (%)

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.'⁶ The technology that is used in cooking has an impact 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 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.

Main Source of fuel		District	
	Rakai	Wakiso	Mbale
(a)	(b)	(c)	(d)
Cooking fuel Firewood	89.6	52.2	63.4
Charcoal	9.5	46.2	36.0
Others	0.9	1.6	0.6
Total	100	100	100
Lighting fuel			
Paraffin	91.5	55.7	78.4
Electricity	5.6	42.2	15.7
Others	2.9	2.1	5.9
Total	100	100	100

Table 3.10: Percentage Distribution of Households by main Source of Cooking and Lighting Fuel by District, Uganda 2009

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 Tadooba⁷ 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.

⁶ United Nations 2005, The Millennium Development Goals Report

⁷ A locally made simple paraffin candle

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.

Source of drinking water (a)	Rakai (b)	Wakiso (c)	Mbale (d)	UNHS 2005/06 (e)
Child Labour Baseline Survey				
Safe	28.6	90.0	93.5	67.6
Unsafe	71.4	10.0	6.5	32.4
2002 UPHC				
Safe	29.5	76.6	61.3	60.9
Unsafe	60.5	24.4	28.7	29.1
Total	100	100	100	100

Table 3.11: Distribution of Households accessing Safe Water (%)

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 (%
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Main source of livelihood (a)	Rakai (b)	Wakiso (c)	Mbale (d)
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
Total	100	100	100

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. In addition, 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, the Government of 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 lead 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 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.

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

Table 4.1: School Enrolment Status of Children Aged 5-17 years

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.

Sex (a)	Rakai (b)	Wakiso (c)	Mbale (d)	Total (e)
Male	118.7	115.9	122.6	117.7
Female	104.5	111.1	120.6	111.1
Total	111.0	113.7	121.6	114.4
GPI	0.88	0.96	0.98	0.94

 Table 4.2: Primary School Gross Enrolment Rates and Gender Parity by Sex and District

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 7 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.

Sex (a)	Rakai (b)	Wakiso (c)	Mbale (d)	Total (e)
Male	83.9	91.6	92.8	89.4
Female	87.9	90.1	93.1	90.2
Total	86.0	90.9	92.9	89.8
GPI	1.05	0.98	1.00	1.01

Table 4.3: Primary School Net Enrolment Rates by Sex and District

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 one of the factors that is used to determine when a child should start schooling. The Ministry of Education and Sports recommends that a child should first 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).

District	Mean Age						
(a)	Male (b)	Male (b)	Male (b)				
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				

Table 4.4: Age at first Primary School Attendance

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 42 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.

Highest Education		Ra (I	kai ɔ)			Wal	kiso c)			Mk (d	oale)	
(a)	6-9	10-14	15-17	6-17	6-9	10-14	15-17	6-17	6-9	10-14	15-17	6-17
Males												
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	84.4	90.3	48.6	80.2
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
Females												
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
Total												
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
Total	100	100	100	100	100	100	100	100	100	100	100	100

Table 4.5: Percentage Distribution of the Population aged 6-17 years by highest level of Education Attainment, District and Sex

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 schooling⁸, 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.

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 at 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.

Main reason for leaving school	District							
(a)	Rakai (b)	Wakiso (c)	Mbale (d)	Total (e)				
Lack of school requirements	64.6	51.9	46.0	52.1				
Not interested in school	8.3	10.9	10.9 29.1					
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				
Total	100	100	100	100				

Table 4.6: Main Reason for Children leaving School (%)

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 (a)	Rakai (b)	Wakiso (c)	Mbale (d)	Total (e)
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 Intrested in school	2.3	6.4	3.4	3.9
School too far	6.2	0.0	2.4	3.4
Education not considered important	0.0	3.3	3.7	1.7
Others	1.6	0.0	0.0	0.8
Total	100	100	100	100

⁸ The United Nations Millennium Declaration, 2000

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.

Reasons for missing school	Rakai	Wakiso	Mbale	Total
(a)	(b)	(c)	(d)	(e)
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
Total	100	100	100	100
Number	21,808	42,869	13,303	75,460

Table 4.8: Reasons for primary school children missing school 2009

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 the lowest of 71 percent.

		Male			Female			Total	
Age (a)	Rakai (b)	Wakiso (c)	Mbale (d)	Rakai (e)	Wakiso (f)	Mbale (h)	Rakai (i)	Wakiso (j)	Mbale (k)
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
10 and above	74.6	91.7	75.7	67.0	89.1	67.9	70.6	90.3	71.6

Activists have for a long time been advocating for lifting 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 in 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 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%) while for Wakiso district it was 21 percent.

Child Activity Status	Rakai (b)		Wakiso (c)		Mbale (d)		Focus districts (e)	
(a)	%	No.	%	No.	%	No.	%	No.
Involved in eco. activity only	14	35,654	7.7	39,646	11.3	22,116	10.1	97,417
Attending school only	39.8	101,329	54.1	280,209	48	94,209	49.0	475,747
Involved in eco. activity and attending school	32.7	83,198	21.1	109,241	24	47,114	24.7	239,553
Not involved in eco. activity and not in school	13.6	34,655	17.2	88,803	16.8	32,914	16.1	156,372
Total	100	254,837	100	517,900	100	196,353	100	969,000
Total eco. Active(i)	46.7	118,852	28.8	148,887	35.3	69,230	34.8	336,970
Total attending school(iii)	72.5	184,527	75.2	389,450	72	141,323	73.7	715,300

Table 5.1: Child Activity Status, by District

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 of school they enter work. At the age of 17 years about 14 percent of the children are working only.

Age in years (a)	Work only (b)	School only (c)	econ. Activity and school (d)	Neither (e)
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

Table 5.2: Children activity status, by child age

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 the sex of the child up to 13 years. The share of boys engaged in economic activities increases faster as compared to girls after age 13 years. This is probably girls are left at home to do domestic work while boys go out to look for work.





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.



5.2.2 Orphanhood 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. The large proportion of Ugandan children that have lost one or both of their parents raises the question of what impact orphanhood 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 orphanhood 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





Maternal orphan Paternal orphan **Both Parents Alive**

District	Orphanhood	Work	Study	Work and	No	Total eco.	Total attending
(a)	(b)	only	only	study	activities	active(i)	school ⁽ⁱⁱ⁾
		(c)	(d)	(e)	(f)	(f)	(g)
	Both Dead	11.0	37.4	31.2	20.4	42.2	68.6
Pakai	Only mother Dead	22.6	35.1	37.3	5.0	59.9	72.4
hakai	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
	Both Dead	7.6	64.7	20.6	7.1	28.2	85.3
Wakiso	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
	Both Dead	13.7	62.4	12.4	11.5	26.1	74.8
Mhalo	Only mother Dead	16.0	46.6	19.3	18.1	35.3	65.9
Mibale	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
Dakai	Non-orphan	12.8	36.4	34.8	15.0	47.6	71.2
Rakai	Orphan	16.6	33.1	37.0	12.3	53.6	70.1
Wakisa	Non-orphan	8.7	55.2	20.6	15.5	29.3	75.8
Wakiso	Orphan	10.2	57.3	16.4	16.1	26.6	73.7
Mbalo	Non-orphan	9.3	49.2	24.8	15.6	34.1	74.0
PIPUDAIG	Orphan	14.3	48.0	23.8	13.8	38.1	71.8

Table 5.3: Children activity by Orphanhood status, Sex and District

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.⁹ 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).

Age	Rakai			Wakiso				Mb	ale
(a)		Sex			Sex			Sex	
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(k)
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
Total	87.3	84.2	85.7	56.8	59.7	58.3	67.1	73.6	70.6

Table 5.4: Distribution of 7-17 year-olds by involvement in Household Chores by Sex, Age and District

⁹The 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 5.4. 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 undisturbed 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.

Activity category	Rakai	Wakiso	Mbale	Total
(a)	(b)	(c)	(d)	(e)
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

Table 5.5: Distribution of 5-17 year-olds by Activity category, including involvement in Household Chores

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.¹⁰

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 which 162,000 were from Rakai district.

	Rakai (b)			Wakiso (c)			Mbale (d)		
	Sex			Sex			Sex		
Age (a)	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	83.0
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	84.0
17	96.3	80.3	88.4	63.5	57.4	60.2	85.8	97.4	92.3
Total	88.1	87.3	87.7	62.0	56.8	59.4	81.4	84.4	83.0

Table 5.6: Distribution of 7-17 year-olds engaged in total work, including involvement in household chores by sex, age and district

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 districts of Rakai and Mbale. About 96 percent of total economically-active 5-17 year-olds in Rakai district work in agriculture, against 3 percent in services and just 1 percent in manufacturing. In Wakiso district, working children are involved in the service sector (37 percent) and agriculture sector (36 percent). There is some variation by age in the economic activities performed by children. Almost all economically-active children work on a household farm, with some variation by age and district. In Wakiso district 42 percent worked as paid employees compared to 2 percent for Rakai and 6 percent for Mbale.

¹⁰ 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.

Background		Sector		Modality				
characteristic (a)	Agriculture (b)	Manufacturing (c)	Services (d)	Others (e)	Paid Employee (f)	self employed (g)	Contributing family worker (h)	Working on Household farm (i)
Age								
5 years	98.1	0.0	1.9	0.0	2.0	0.0	0.0	98.0
6 years	96.9	1.0	2.1	0.0	2.3	3.7	7.5	86.6
7 years	98.9	1.1	0.0	0.0	0.0	0.0	3.1	96.9
8 years	94.4	0.5	5.1	0.0	1.4	2.4	11.3	84.8
9 years	92.6	4.0	3.4	0.0	0.0	1.2	8.0	90.8
10 years	85.9	0.0	14.2	0.0	3.1	2.4	8.8	85.8
11 years	96.0	2.5	1.5	0.0	0.0	1.1	11.5	87.4
12 years	85.4	4.6	10.0	0.0	6.4	1.4	11.8	80.3
13 years	86.8	1.1	12.1	0.0	6.1	3.3	10.9	79.7
14 years	83.9	7.8	8.2	0.0	10.7	6.7	6.5	76.2
15 years	81.1	4.5	10.8	3.6	13.8	2.8	5.8	77.6
16 years	75.9	15.0	5.5	3.5	22.2	0.0	9.4	68.5
17 years	75.0	2.9	19.5	2.6	20.0	6.8	9.2	64.1
District								
Rakai	96.2	0.8	2.9	0.1	1.8	1.1	6.1	91.0
Wakiso	35.6	21.8	37.0	5.6	41.8	14.2	20.2	23.8
Mbale	89.0	1.8	9.3	0.0	5.5	1.2	9.7	83.6

Working children are almost universally employed as agricultural and fisheries workers (88 percent). The other dominant categories include service and sales workers, crafts and related trades workers as well as elementary occupations at 4 percent, 3 percent and 4 percent respectively. Other occupations combined contribute less than 10 percent of the workers in the focus districts (table 5.8)

Table 5.8: Occupations of children

Occupation (a)	Rakai (b)	Wakiso (c)	Mbale (d)	Total (e)
Professionals	0.0	0.0	0.3	0.1
Technicians and Associate professionals	0.0	7.8	0.0	1.0
Service workers and sales worker	2.3	12.2	4.7	4.0
Agriculture and fisheries workers	96.0	36.3	91.5	87.6
Craft and related workers	0.4	21.5	0.9	3.1
Plant machine operators	0.1	1.4	0.0	0.2
Elementary occupations	1.2	20.8	2.6	3.9
Total	100	100	100	100

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 about 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
(a)	(b)	(c)	(d)	(e)
Plantation/farm/garden	82.6	20.0	41.5	66.7
At family dwelling	14.0	29.1	54.7	25.1
Shop/market/Kiosk	2.0	3.8	1.6	2.1
At employer's house	0.9	6.0	0.6	1.3
Construction site	0.3	16.9	0.0	1.9
On the street	0.1	3.2	0.6	0.5
Industry/factory	0.0	0.0	1.0	0.2
Quarrying site	0.1	8.8	0.0	1.0
Other, specify	0.1	12.1	0.0	1.3
Total	100	100	100	100

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 years. There is notable gender disparity in the age of starting work as girls work at an early age as compared to boys. Mbale district children started working when they are around 8.1 years while those in Rakai district started working at the age of 8.2 years.





Figure 5.5a: Main types of "Non-Economic" Activities performed by Children, 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 (5.5a & 5.5b) indicate that among these four water fetching is the most common type of household chore carried out by children.¹¹

However, collecting firewood, child care and cooking, are also commonly-performed forms of household chores. 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 5.5b: 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, underscoring the additional constraint that work places on children's time for study. The study also shows that work intensity increases with age. Manufacturing work is more time intensive than work in agriculture 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.

Sector/Modality (a)		7-11 years (b)		12-14 (years c)	15-17 years (d)		
		Work only	Work and study	Work only	Work and study	Work only	Work and study	
Total		24.7	11.9	28.5	15.2	28.0	15.2	
	Agriculture	16.1	8.7	20.2	11.9	19.5	13.0	
Sector	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	
	Paid employee	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	
Modality	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	

Table 5.10: Average Weekly Working Hours by Working Status, Age group, Sector and Modality

¹¹It 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.

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 that 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.



% of economically active children (density function)



Non-economic activity also appears very time intensive, especially for female children.¹² 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.

¹² However, the survey recorded working hours only for four non-economic activities.

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 5.9). 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 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

5.5 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 to afford school requirements. This was mentioned in the 10 out of the 11 FGDs.

Loss of parents (orphanhood) 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 among the reasons why children work

5.6 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 12-13 doing work other than 'light work' or who do work beyond 14 hours a week.
- Aged 14-17 involved in hazardous forms of labour or 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,¹³ information critical for policy design and targeting purposes. Estimates of child labour are presented based to the extent possible on national child labour legislation.

The 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.



Box 1: Distinction between child labour and other forms of child work

Source: ILO/IPEC

Therefore an estimate of child labour in this report (in accordance with the 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.¹⁴ Based on the above definition, a total of 150,000 children were engaged in child labour.

¹³Implicit 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.

¹⁴A list of hazardous forms of labour was compiled following the adoption of the National Labour Policy in 2006.

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 falling 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.¹⁵ 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. (Table 5.11). 200lt 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.

District	(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 ⁽ⁱⁱ⁾		(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	82,905	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		150,085

Table 5.11: Lower-bound Estimate of child labour involvement

5.6.1 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

Disability Status (a)	Rakai (b)	Wakiso (c)	Mbale (d)	Total (e)
Has a disability	41.2	4.4	20.1	16.3
Has no disability	36.4	2.9	17.2	14.9
Total	40.5	4.2	18	15.1

¹⁵National 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.

5.7 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. Annex III 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. They may be accepted where a child is working under supervision of an adult and the child puts on the necessary protective wear. Therefore 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.

5.7.1 Conditional hazardous work

Table 5.13 shows the distribution of children in conditional hazardous work by district and type of activity. Overall about 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 the majority of the children in conditional hazardous work were in subsistence animal rearing activities (6,692 children and 1,106 children respectively). In Rakai district over 600 children were involved in fishing. More than 8,000 children in the focus districts were either involved in animal rearing, fishing, domestic service, restaurant service or bricklaying and these should constitute the most immediate policy priority.

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 Labourers	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
Total	10,835	12,959	3,978	27,772

Table 5.13: Conditional Hazardous Work

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 activities 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 a	at the I	District	level
Table J. 14. FTOposeu	Acuvines ioi	rargeung a		Jisuicu	CVCI

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	

5.7.2 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 Discussions 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 respondents of KIIs and FGDs 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 1,740 children in 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) Commercial Sexual Exploitation of Children (CSEC)

Commercial Sexual Exploitation of Children (CSEC) is 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 KIIs and FGDs. 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

Investigations from FGDs found out that there was an increasing number of children who were seen selling newspapers, magazines, air time, cigarettes, chewing gum, etc. Some children worked as street vendors and mechanics, while others are scavengers or beggars.

5.8 Determinants of Child work and Child Labour

A logit regression was used to find out the factors that determine involvement in work by children and the engagement in child labour of working children. The results of the analysis are shown in Annex v in this report. Age, district of residence and school attendance influence the involvement of children in work. On the other hand the sex of the child, child disability status, sex of the household head, place of residence (urban vs rural), orphanhood and sector of employment do not have influence on children involvement in work.

The results also indicate that district of residence, place of residence (rural vs urban), orphanhood and school attendance status appear to be important determinants of children who are working to engage in child labour in the focus districts, while sex of the child, disability status of the child and sex of the head of the household where the child lives were not related to engagement in child labour.

5.8.1 Determinants of Child work

Age of the child: The results indicate that child work increases with age. As age increases by one year, the odds of engaging in work increases by about 2 times. Therefore, older children have a higher probability of being engaged in work partly due to employers being more comfortable with energetic and easily manageable children.

District of residence: The empirical evidence shows that for a one unit increase in children, the odds of being admitted to work (vs. not working) increase by a factor of 0.02 for Wakiso district and 0.16 for Mbale district as compared to Rakai.

Residence Status: The place of residence where the child who is living has influence on the child engaging in child work. Holding other factors constant, the odds for children living in urban areas to work increase by 0.55 for each increase in a child by 1.

School attendance: School attendance influences engagement in children work. The odds of children attending school engaging in work relative to those not attending reduces the odds of children work by 2 percent.

5.8.2 Determinants of Child Labour

District of residence: The district of residence has an impact on children who are working to engage in child labour. The empirical evidence shows that in comparison to Rakai district, for a one unit increase in working children, the odds of being admitted to child labour (vs not being admitted) increase by a factor of about 5.6 for Wakiso district and 1.5 for Mbale district.

Residence Status: The place of residence where the child who is working lives has a strong influence on the child engaging in child labour. Holding other factors constant, the odds for children living in urban areas who are working increases the odds of engaging in child labour by 2 times as compared to those in rural areas.

Orphanhood: Orphanhood status of the working children is one of the factors that influence the chances of a child engaging in child labour. An increase in one unit in children involvement in work who are orphans increases the odds of engaging in child labour (Vs not engaging) by about 0.6.

CHAPTER SIX

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

6.1 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.

6.2 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 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		
(a)	Rakai (b)	Wakiso (c)	Mbale (d)	Total (e)
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
Total	100	100	100	100

The data also shows that the incidences of burns and corrosions among working children were common in the focus districts especially in Mbale and Wakiso (7 percent) 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 about 4 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 on average less than 1 percent of children were affected although Mbale 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 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 had 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 (59 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 Illiness or extreme Fatigue due to work by the type of Sickness and District

Turne of Compliantion		District		Tetel
(a)	Rakai (b)	Wakiso (c)	Mbale (d)	lotai (e)
Any Complication	7.9	51.6	74.2	28.7
Fever	2.6	21.1	59.2	17.9
Extreme fatigue	4.1	35.3	8.0	9.0
Skin Complications	1.1	18.6	16.0	6.8
Stomach problems/Diarrhoea	1.6	16.1	18.0	7.2
With Eye problems	1.3	2.8	6.5	2.7
Breathing problems	0.7	2.9	6.2	2.2
No complication	92.1	48.4	35.8	71.3

(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/illiness due to work, 4 percent (1 in 25) had to stop 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 that was disabled due to the injury incident was less than or equal to 1 percent in all the three districts where the study was carried out.

Background characteristic (a)	Permanent disability (b)	Stopped from work permanently (c)	Stopped from work temporarily (d)	No impact on work (e)	Total (f)
District					
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
Age					
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
Sex					
Male	0.7	4.9	48.9	45.4	100
Female	0.0	3.0	46.8	50.3	100
Total (Aged 5-17 years)	0.4	4.0	48.0	47.6	100

Table 6.3: Consequences of most serious Injury of Child on work

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.

District/Sex/	F				
Age (a)	Always/Often (b)	Sometimes (c)	Seldom/Rare (d)	Never (e)	Total (f)=(a+b+c+d+e)
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
Age					
5-11	7.2	23.0	8.1	61.7	100
12-13	8.6	31.0	8.0	52.4	100
14-17	9.0	39.0	7.1	44.8	100
Sex					
Male	9.3	32.0	6.1	52.7	100
Female	6.7	27.1	9.5	56.7	100
Total	8.0	29.5	7.8	54.7	100

Table 6.4: Carrying of Heavy Loads at work by frequency, District, Sex and Age

The proportion of working children who carry heavy loads at the workplace increases 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 were more common in Wakiso district than other districts.

		District			
Condition at workplace (a)	Rakai (b)	Wakiso (c)	Mbale (d)	Study Area (f)	
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	

Table 6.5: Exposure to selected conditions at Workplace by type of condition and District

6.3 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

	Percentage of enrolled who attended all school days last week					
Age (a)	Not working (b)	At work in economic activity (c)				
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				
Total	89.5	84.0				

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.

Consequence on schooling		Study Area		
(a)	Rakai	Wakiso	Mbale	(e)
Stopped Schooling temporarily	39.7	29.4	50.3	44.7
Prevented from schooling permanently	2.0	0	2.2	1.9
No effect on schooling	55.1	63.1	37.1	45.5
Mental disturbance	0	3.5	0	0.4
Irregular Attendance	3.3	0	0.3	1.2
Poor performance	0	4.0	10.1	6.4

Table 6.7: Impact of most serious Injury/Illness of Child on the Child's Education

These incidents also accounted for poor performance and irregular attendance where 6 percent and 1 percent of children respectively reported the two occurring to them 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	

Age (a)	ſ	Rakai (b)	N	/akiso (c)		Mbale (d)
	Working	Not working	Working	Not working	Working	Not working
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.

6.4 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 (b)		S.	ex c)	Total (d)
(a)	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

Twelve percent of children reported being repeatedly insulted at the workplace in the focus districts, 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 with slight variations in sex observed.

CHAPTER SEVEN

POLICY IMPLICATIONS, RECOMMENDATIONS AND CONCLUSIONS

Child labour leading to deprivation of children from their right to education and protection from harm will continue until policies and strategies are not only adopted, but also implemented, to remove the constraints and offer the incentives that children and their families need to favour education over work. Successful measures will require effective collaboration, partnerships and co-operation among key stakeholders and their commitment to make partnerships work.

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 Commercial Sexual Exploitation of Children).

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.

7.1 Children at risk of involvement in Child Labour

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 ensure prevention of children from entering child labour, and to stopping children already in work from moving to more hazardous forms or leaving school prematurely.

The study specifically shows that fetching water is the main non economic activity, so improving access to a set of water connections would have a remarkable impact on school attendance and child labour rates. This is because the availability of basic services can affect the value of children's time and, consequently, household decisions concerning how this time is allocated between school and work. This is therefore an important strategy for getting children into school and out of work. Uganda should accelerate efforts aimed at increasing the number of water sources for households in under-served communities.

Elimination of child labour can only be achieved if the population is well informed about its negative effects and therefore able to mobilize against it. Many segments of the Ugandan society still perceive child labour as either being beneficial or a necessary evil and hence need awareness on its dangers. This would build on the already existing efforts undertaken by MoGLSD, ILO-IPEC, UNICEF and other stakeholders. It would help to influence changes in values and attitudes and mobilise the population to achieve the planned outcomes in respect to child labour. There will be need to take the responsibility of raising awareness and understanding of the issues hence mobilizing public support for action at the national and local levels. In addition, campaigns and advocacy groups at local and national levels could be formed to raise awareness about child rights. The media and the civil society could also scale up monitoring and reporting child labour incidents. The National Child Labour Policy and other legislations geared towards elimination of child labour should be disseminated in a form that is easily understandable by the population and the communities.

Strong partnerships and alliances should be established between the government, employers and unions with the aim of elimination of child labour. This can be achieved through strong enforcement and monitoring of labour regulation campaigns against child labour. In so doing recruitment guidelines, codes of conduct and safety nets would be developed to protect children from hazardous work.

7.2 Children already harmed by exposure to Child Labour

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 from unconditional worst forms of child labour. The Ministry responsible for labour inspection will therefore need to be on the ground and need to be supported to achieve the desired results.

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.

7.3 Children in the Worst Forms of Child Labour requiring immediate Action

Given the large size of the child labour population and the country's limited resources, the prioritization 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 draft 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.

Empirical results from the baseline survey indicate that children engaged in child labour were predominantly involved in different activities across the focus districts. The occupation of domestic workers was the only one which was most common across all districts. Restaurant, food and beverages services workers and children engaged in subsistence animal rearing were common in Rakai and Mbale districts. On the other hand children who were general labourers were commonly found in Wakiso and Mbale districts while those carrying out fishing were common in only Rakai district. On the other hand children engaged as brick layers or masons, those in quarrying and construction were very common in only Wakiso district. These should be the activities to be targeted first in the respective focus districts.

Annex 1: Child Labour Baseline Survey Questionnaire

Batch Number





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:<u>ubos@ubos.org</u> Website: <u>www.ubos.org</u> SECTION 1B: STAFF DETAILS AND SURVEY TIME

1. NAME OF INTERVIEWER			
2. DATE OF INTERVIEW	DD MM YYYY First attempt	DD MM YYYY Second attempt	DD MM YYYY Third attempt
3. START TIME	H H M M First attempt	H H M M Second attempt	H H M M Third attempt
4. END TIME	H H M M First attempt	H H M M Second attempt	H H M M Third attempt
5. RESPONSE CODE	FIRST ATTEMPT1 Completed2 Partially completed3 Not done	Remarks by interviewer	
	SECOND ATTEMPT1 Completed2 Partially completed3 Not done	Remarks by interviewer	
	THIRD ATTEMPT1 Completed2 Partially completed3 Not done	Remarks by interviewer	
6. NAME OF SUPERVISOR			
7. DATE OF INSPECTION BY SUI	PERVISOR	DD MM	YYYY
FOR OFFICE USE ONLY			
8. NAME OF OFFICE EDITOR/SC	RUTINIZER		
9. NAME OF DATA ENTRY OPER	ATOR		
10. DATE OF DATA ENTRY		DD MM	YYYY

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			CIRCLE LINE	NUMBER OF ALL	CHILDKEN AGED 5-17 Yfars					2.12	01	02	03	04	05	90	07	08	60	10	11
	years	IF FATHER ALIVE	Does (NAME'S) father live in this	Household?	I=Yes 2=No					2.11											
	those below 18	IF MOTHER ALIVE	Does (NAME'S)	Mother live in this	Household? 1=Y _{es}	2=No 3=DK				2.10											
	For	parents	arents of still alive?						Father	2.9											
		Living	Are the p (Name) s	1=Yes	2=No 3=DK				Mother	2.8											
	Marital status (For those aged 10 years and above)		What is (NAME's)	marital status?	1= Married monogamously 2= Married	polygamous 3= Divorced/ Separated	4= Widow/ Widower 5= Never	married		2.7											
	Age		What is (NAMES's)	age in completed	years? Af less than	one write 00)				2.6											
	Relationship	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	07= Sister/Brother of head or spouse 08= Nephew/Niece	09= Other relatives 10= Servant 11= Non-relative 12= Other (specify)		2.5											
old members.	Sex	Is	(NA ME)	male or	Fema le	1=Male	7-1.0111910			2.4											
st of househc	ID of person reporti ng	Which Househ	old member	is providin	g data on the Individu	al (Write Serial number	from 2.1)			2.3											
l like to make a complete li	USUAL RESIDENTS	Please give me the Names of all people	who <u>usually</u> live in this household	starting with the Household Head						2.2											
We would		d H	1 K N	0 Z	5 H	D				2.1	12	13	14	15	16	17	18	19	20	21	22

				Р	₽₩	s	20	- Z	D –					2.1	01	02	03	04	05	90	07	80	09	10	11
		ID of person	reporting	Which Household	member is providing data on	the Individual	(w rue sertat number from 2.1)							2.3(a)											
Aged 5-	If paren	Mother	Sickness	Has (NAME'S)	mother been very sick for at least 3	months during	months, that is	she was too sick to work or do	normal activities?	1– res 2=No 3=Don't know				2.13											
17 Years	t is alive	Father	Sickness	Has (NAME'S)	Father been very sick for at least 3	months during	months, that is	she was too sick to work or do	normal activities?	1=Yes 2=No	3=Don't know			2.14											
	Seeing difficulty			Does (NAME)	have difficulty seeing, even if	he/she is wearing	glassesr	1. NO - No Difficulty 2. YES – Some	2. 1 E.S – some Difficulty 3. YES– A lot of	Difficulty 4. Cannot see at all	8. Don't Know			2.15											
DISABILI	Hearing difficulty			Does (NAME)	have difficulty hearing, even if	he/she is wearing	a nearing aidr	1. NO - No Difficulty 2. YES – Some	2. TES – some Difficulty 3. YES– A lot of	Difficulty 4. Cannot Hears at	all 8 Don't Know			2.16											
TY (FOR ALL A	Walking difficulty			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			2.17											
GED 5 YEARS AI	Remembering or	concentrating	difficulty	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			2.18											
ND ABOVE)	Self care difficulty			Does (NAME)	have difficulty with self care	such as)	or dressing,	feeding, toileting etc.?	1. NO - No	Difficulty 2. YES – Some	3. YES– A lot of	4. Cannot wash,	8. Don't Know	2.19											
	Communicating difficulty			Does (NAME) have	difficulty communicating, (for	example understanding or	under standing him/her) because of	physical, mental or emotional health	condition?	1. NO - No Difficult 2. YES – Some	3. YES– A lot of	4. Cannot do at all		2.20											

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

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Z	3: EDUCATION AND TRAINING (FOR ALL HOUSE) egular household member erial number in HH Roster	HOLD MEMB	ERS AGED 5 Y	EARS AND AB	OVE)		
Name of hou	sehold member						Skip Pattern
Age of house	chold member						
Serial number individual. (Write Serial num	of the person providing information about the ber from Hauvelold Rocked						
(Are YOU/]	(s NAME) able to read and write in any						IF AGE IS
language wit	h understanding?	1	1	1	1	1	GREATER THAN 17
1=Yes		d	Q	Q	¢	¢	YEARS>> 3.8
001-7	QUESTIONS 3.2 TO 3.7 ARE APPLICA	TE TO ONLY	CHILDREN A	4 GED 5-17 YEA	RS 4	4	
(Are YOU/ I	s NAME) currently enrolled in school?						
Students curren	tly on vacation, school breaks, or who are temporarily	1	1	1	1	1	>>3.3
absent for sicknu	ess or other reasons should answer "yes.")						
1=Yes 2=No (>>3.8		7	2	7	7	7	>>3.8
What is the l (YOU/NAM	highest level of Education attainment that IE) have/has attended? (Refer to the code list						
below)							
At what Age school? (If i	: did (YOU/NAME) first attend primary in Pre-primary write 98, otherwise write the number of years)						
How many week? (FOR days)	days was (YOUR/NAME'S) school open last (DAY SCHOLARS ONLY). (Write the number of						
How many e last week?	lays did (YOU/NAME) attend school during						IF 3.5=3.6 THEN >>3.14
Why did (YC	UU/NAME) miss school days last week?	10	10	10	10	10	(
(Read each of th	be following and circle two most appropriate options)	11	11	11	11	11	
10=Domestic	Work	12	12	12	12	12	
11=Work for	Family Farm/Business	13	13	13	13	13	
12–Work Ior 13=Anv Othe	Employers r Work	14	14	14	14	14	
14=Did not w	ant to Go	15	15	15	15	15	
15=Mistreated	l at School	16	16	16	16	16	7 3.14
10-Funeral/v 17=Illness	vecting Ceremony/ Family Function	17	17	17	17	17	
18=School Ur	uform	18	18	18	18	18	
19=No Statio	nery	19	19	19	19	19	
21=Other. sn	cnool rees ecify	20	20	20	20	20	
1		21	21	21	21	21	
					-		

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			ral Degree	64=Docto		36=S6	31=S1		14= P4
			r's degree	63=Maste		35=S5	21=Junior Secondary		13 = P3
			lor's degree	62=Bache		34=S4	17=P7		12= P2
		1/Certificate	econdary Diploma	51=Post s		33=S3	16=P6		11= P1
			rimary Certificate	41=Post p		32=S2	15=P5	not complete P1	10=Did 1
							Education Attainment)	r 3.3 and 3.10 (Highest)	Codes fo
						ool? (FOR	- 17) (YOU/NAME) leave Sch	At What Age did THOSE AGED 5 -	3.12
						d primary	(YOU/NAME) first atten IOSE AGED 5 – 17)	At what Age did (school? (FOR TH	3.11
IF AGE IS GREA THAN 17 YEARS 3.14						inment that	est level of Education atta: nave/has attended? CODE LIST BELOW	What is the highe (YOU/NAME) h REFER TO THE	3.10
	22	22	22	22	22				
	21	21	21	21	21				
	20	20	20	20	20			22=Other, Specify	
	19	19	19	19	19		ehold chores	20–10 WORK IN a lat 21=Help with House	
	18	18	18	18	18		y mile business / Earm	19=To Work for Pay	
	17	17	17	17	17			17–senooi not sate 18=To learn a job	
\searrow	16	16	16	16	16		onsidered valuable	16=Education not co	
3.14	15	15	15	15	15		n School	15=Not Interested in	
2	14	14	14	14	14		llow Schooling	13=School Too far	
	13	13	13	13	13			12=No School Fees	
	12	12	12	12	12			10=Too Young	
	11	11	11	11	11		to the most appropriate court		
)	10	10	10	10	10	(FOR THOSE	AME) never attended school	Why has $(YOU/N/A)$	3.9
	2	2	2	2	2				
>>3.IU	Ļ	F	F	F	Ţ			1 = Y es 2 = No	
	4	•	•	٢	7		AE) ever attended school?	Has (YOU/NAM	3.8
							d member	Age of household	
							old member	Name of househo	
osup i attern							HH Roster	Serial number in	

64=Doctoral Degree 63=Master's degree 62=Bachelor's degree

	Serial number in HH Roster						Skip Pattern	
	Name of household member						I	
	Age of household member							
3.13	Why did (YOU/NAME) leave school?							
	10=Disabled/Illiness	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	53	22		
	23=Other, Specify	23	23	23	23	23		
2 11	Have (VOII /Name) area namicinated in an and row mumerily	-	-	-	-	-		1
5.1	nave (100/ Name) ever participateu in or are you currently participating in any husiness entrepreneurship, or micro	T	I	T	I	T		
	enterprise development training outside School?							
	1=Yes	2	2	2	7	2	>>(4.0)	
	2=No (>> NEXT SECTION)							
3.15	What type of Trade or technical Skill did (VOII/NAME)							
3	learn or Are/Is (YOU/NAME) learning?							
	(See codes below)							
3.16	Where Are/Is (YOU/NAME) acquiring this trade/Skill or	1	1	1	1	1		
	If already acquired where was it acquired?	ç	ç	¢	c	ç		
	1=Vocational school/Course	4	4	4	1	4		
	2=Apprenticeship or on the job training	3	3	3	3	3		
	3=Learned from a friend or family member	Ψ	Þ	V	4	Ψ		
	4=From an NGO or community organization	t	t	÷	t	t		
	5=Other, specify	5	5	ъ	5	5		
Codes f	Or 3.15							
01 = We	Iding 05=Electrician 09=Phone Repair	:	13=Laundry/Dr	y Cleaning	17=Agri	culture/Land Ma	anagement/Fishery	
02 = Cat	rpentry 06=Plumbing 10=Sewing/Tailoring/ 07-M	l'extiles	14=Beautician/1	Hair/Nails	18=Accc	ounting/Book K	eeping	
04=Ma	nstruction 0/=/MOTOr venticle mechanic 11-CLALIS/DASKEL Wea sonry 08=Computer Repair 12=Catering/Food Ser	ving vice	15=rreauth care/ 16=Massage/Re	I raditional Inteut flexology	ane 17-Cure	er, speciry		

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_	4.6 E in 1= 2=	$\begin{array}{c} \mathbf{CHK} & \mathbf{II} \\ 1 & \mathbf{C} \end{array}$	4.5 Ir mi 1=	4.4 Ir (I P. 2= 2=	4.3 Ir 9 日 日 1 1	4.2 Ir si E <i>rq</i> 1=	4.1 Ir 吹 短 1=	4.0 Sx	A	z s	SECTION																						
Vere (YOU/NAME) seeking for work in the last 4 weeks? =Yes	ven though (YOU/NAME) did not do any of the above activities 1 the last seven days, do (YOU/NAME) have a job, business, or ther economic or farming activity that you would definitely return to? =Yes =No	F 1 TO ANY ITEM IN 4.1 TO 4.5 , THEN CIRCLE 1 ELSE IRCLE 2	n the last seven days, did (YOU/NAME) work on your ousehold's farm? (Examples: tending crops, feeding animals, collecting eggs, ilking aws, repairing tools, weeding) =Yes 2=NO	n the last seven days, were (YOU/NAME) an apprentice? NCLUDE APPRENTICESHIPS THAT ARE PAID CASH, PAID IN JND, UNPAID, OR FOR WHICH THE APPRENTICE PAYS TO ARTICIPATE.) =Yes =No	n the last seven days, did (YOU/NAME) help without being paid 1 any kind of business run by your household, even if it was only for ne hour? ixamples: help to sell things, make things for sale or exchange, doing the accounts, eaning up for the business, etc. 1=Yes 2=NO	n the last seven days, did (YOU/NAME) run a business of any ize, for yourself or with one or more partners, even if it was for only ne hour? ixamples: Commercial farming, selling things, making things for sale, construction, pairing things, brewing beer for sale, collecting wood or water for sale, bairdressing, crèche usinesses, baving a legal or medical practice, performing, baving a public phone shop. =Yes 2=NO	n the last seven days, did (YOU/NAME) work for a wage, salary, ommission or any payment in kind; including doing paid domestic ork, even if it was for only for one hour? <i>sample: a regular job, contrat, casual or piece work for pay, work in exchange for food or</i> <i>using, paid domestic work.</i> =Yes 2=NO	erial number of the person providing information about the child Vrite Serial number from Household Roster)	ge of household member	erial number in HH Roster fame of household member	N 4: CURRENT LABOUR FORCE STATUS (FOR ALL HOU																						
з 1	2 1	1 2	2 1	2 1	1	2 1	2 1				USEHOLD ME																						
2 1	2 1	1 2	2 1	2 1	1	1	2 1				MBERS AGED																						
2 1	2 1	1 2	2 1	2 1	2 1	2 1	2 1				5 AND ABOVI																						
2 1	2 1	1 2	2 1	2 1	2 1	1	2 1																										
1	2 1	1 2	2 1	2 1	2 1	2 1	2 1																										
(>>6.4) (>>6.4)	(>>SECTION 5)	>> SECTION 5 >> 4.6								Skip Pattern																							
Skip Pattern																																	
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				1	2	I												1	2) -	1 1	<u>م</u>										
				1	2													1	2	۰ ۱) <	+ ı	ب م										
				1	2	I												1	2	. 6) -	+ ı	<i>ი</i> 4										
Serial number in HH Roster	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>)	In the last seven days, did (YOU/NAME) have more	than one income generating activity such as a job, business, bousehold entermrise, or farm?	$1 = Y_{cs}$ $2 = N_0$	What kind of work do (YOU/NAME) usually do in the	DESCRIBE THE OCCUPATION AND MAIN TASKS OR	DUTIES IN AT LEAST 2 WORDS. (E.g. wgetable farmer,	primary school teacher, computer programmer.) DESCRIBE CODE	What are the main goods/services produced at	(YOUR/NAME's) place of work or its main function?	appliance factory, real estate office.)	When did (YOU/NAME) start working for YEAR	this employer or start running this business?	Year(YYYY) in four figures:	Month(MM) in 2 figures (Ex: 08 for August) 98=DK	In this (main) job/business that (YOU/NAME) had	during the last week, were (YOU/NAME)	1=Working for someone else for pay ¹⁶	2-An employer (a person who pays one or more people to work for hum) 3-An own second treatment of Assess maning a historic with no surphysical	3–λιι υνιι-αετουμι νοικει (<i>α peron nunnig a ausaes) μαι το επρα</i> σες) 4=Helping without pav in a household business	5=An apprentice	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
			5.0	5.1			5.2				5.3			5.4				5.5						5.6									

Т

¹⁶ 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.

Т

	6.4	م. ب	6.2	6.0
2=No	Did you Engage in any work during the last 12 months? 1=Yes	Last seven days, where did (YOU/NAME) mainly carry out the work? 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	At What Age did (YOU/NAME) start work?	Serial number in HH Roster Name of household member Age of household member Serial number of the person providing information about child(Write Serial number from Household Roster) During what time of the day did (YOU/NAME) usually work last week? (6.1a) (Applicable to all Children) 1=Day 2=Night 3=Both day and Night 6.1b) (Applicable to Only those in School) 4=Before School 6=Both Before and After School 7=During weekends 8=During time when absent from School
2	1	Ч () W 4 70 6 F 8 C		8 7 6 5 4 3 2 1
2	1	9 8 7 6 5 4 3 N H		4004
2	1	0 8 7 6 5 4 3 7 1		8 7 6 5 4 3 2 1
2	1	ч с с т с с с с с с с с с с с с с с с с		8 7 6 5 4 3 2 1
2	1	ч с с 4 го 6 г 8 с		4 (1 (2 (2 (2 (2 (2 (2 (2 (2 (2 (2 (2 (2 (2
		>>SECTION 7		Skip Pattern

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4	4	4	4	
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<u>ر</u>	Ċ	0	2	
9	9	9	9	
7	7	7	7	
×	×	×	×	
	7	1	1	(>>SECTION 8)
2	2	2	2	(>>SECTION 11)
	1 3 5 4 3 7 1 8 1 7 1 8 1 7 1 7	1 8 1 1 8 2 1 8 2 1 8 2	1 0	

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

	8.2	8.1	8.0	SECTION
Describe the actual tasks or occupation (YOU/NAME) was doing when got seriously injured	What consequences did your most serious illness/injury have on (8.2a) Work 10=Permanently disabled 11=Prevented from work permanently 12=Stopped Work temporarily 13=Changed job 14=Not serious to stop work (8.2b) Schooling 15=Stopped Schooling temporarily 16=Prevented from schooling permanently 17=Not Serious to stop schooling 18= Mental disturbance 20=Poor performance 21=Other, specify	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 indiate frequency of occurrence) A).Superficial injuries or open wounds B)Fractures C)Dislocations D)Burns, corrosions E)Breathing problems F)Eye problems F)Eye problems G)Skin problems H)Stomach problems/Diarrhea I)Fever J)Extreme fatigue K)Other (Specify)	Serial number in HH Roster Name of household member Age of household member Serial number of the person providing information about child/Write Serial number from Household Roster)	UN 8: UCCUPATIUNAL HEALTH AND SAFETY (FO
	× × × × × × × × × × × × × × × × × × ×	1=Yes 2=No		JR ALL
	0 4 3 6 7 6 7 8 9 8 4 0 4 7 6 7 8 9 8 4	No of Times		HOUSE
		1=Yes 2=No		
	289876543210	No of Times		1EMBER
		1=Yes 2=No		IS AGED
	260876548026	No of Times		5-17
		1=Yes 2=No		
	289876543210	No of Times		
		1=Yes 2=No		
	22 29 28 7 16 5 14 13 12 13 10	No of Times		
		IF NO SINGLE YES THEN >>8.5 ELSE 8.2	Skip Pattern	

	Serial number in HH Roster						Skip Pattern
	Name of household member						
	Age of household member						-
	Serial number of the person providing information about child (Write Serial number from Household Roster)						
8.5	(Do/Does) (YOU/NAME/ YOU) carry heavy loads at	1	1	1	1	1	
	work?	2	2	2	2	2	
	1=Always/Often	3	3	3	3	3	
	2=Sometimes	4	4	4	4	4	
	3=Seldom/Rare						
,	4=Never						
8.6	(Does NAME/Do YOU) operate any machinery /heavy	Η	, ,	1	1	1	
	equipment at work?					,	
	1=Yes	2	5	2	2	7	>>8.8
	2=No (>>8.8)						
8.7	What type of tools, equipment or machines (does						
	NAME/do YOU) use at work? (Code two most applicable)						
8.8	Are (YOU/NAME) often exposed to any of the						
	following at the workplace? (1=Yes, 2=No)						
	A=Dust, fumes, gas						
	B=Noise C=Extreme termoralities						
	D=Dangerous tools						
	E=Work at height						
	F=Chemicals						
	G=Others(Specify)						
8.9	(Is NAME/Are YOU) treated to any of the following at						
	WOIK? (Read each of the following options and write $1 = Y \text{ es } 2 = \text{No}$)						
	A-Constanuy snouced at BERecessfedhy insulted						
	C=Reaten /Dhusically hunt						
	DESexually abused (rouched or done things to you that you)						
	did not month						
	un not want E=Other Specify						
	Codes for Question .8.7						
10	Mowing Machines 13 Axes 16 Slashers	19	Grinders		96	3 Other (Specify)	
11	Arc welding machine 14 Pangas 17 Gun	20	Wood and Iron Saws (Used in carpentry Works	hops)		
12	Chain saws/Tree cutters 15 Hoes 18 Concrete V	ibrators 21	Operating motor-drive	n lifting equipment and c	onveyor belts.		

9.5	9. 4	و ن		9.2	9.1		
What is the main reason for (YOU/NAME) sav 1=Go to school 2=Start own Business 3=Learn a trade 4=Other (Specify)	What do (YOU /NAME) usually do with your ee 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 5=Buy Brothers/sisters needs 7=Save part or all of it 8=Other (Specify)	What is the main reason for (YOU/NAME) eng work? 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	QUESTIONS 9.3-9.5 ARE APPL	What is the average monthly income that (YOU/NAME) get(s) from the main work? This should be the rate before taxes or other deductions are taken out. Record both the cash and Kind income ENTER AMOUNT IN SHILLINGS	<pre>What is (YOUR/NAME'S) mode of payment? 1 =Piece rate 2 =Daily 3 =Weekly 4 = Monthly 5 =Some other way, specify</pre>	Age of nouserious memorer Serial number of the person providing information ab child (Write Serial number from Household Roster) QUESTIONS 9.1 AND 9.2 ARE APPLJ	Serial number in HH Roster Name of household member
ying;?	s s s s s s s s s s s s s s s s s s s	gage in	ICABI	CASH KIND		ICABL	
4 3 2 1	8 7 6 5 4 3 2 1	987654321	LE TO ONLY		<u>-</u> 4 60 4 70	E TO ONLY	
4 3 2 1	87654321	987654321	WORKING C		4 0 ₩ 4 W	PAID EMPLO	
4 3 2 1	ч с w 4 v a г 8		HILDREN AG		⊂ α ω 4 τυ	YEES AGED 5	
4 3 2 1	ч (W 4 V 0 Г 8	ч q w 4 v л г ж v	GED 5-17 YEA		≤ α ω 4 τυ	S YEARS AND	
4 3 2 1	8 7 6 5 4 8 9 1 9	4 0 0 7 0 7 8 C	RS		⊂ α ω 4 τυ	ABOVE	
	>> SECTION 10)						Skip to Pattern

F	Serial number in HH Roster						Skip Pattern
Za	me of household member						- Juno
Age	of household member						
Seri abo	al number of the person providing information ut child/ <i>Write Serial number from Honsehold</i> Roster)						
IF]	ENGAGED IN ANY WORK DURING LAST 7 DAYS HK1=1), CIRCI E 1, EI SE CIRCI E 2	1	1	1	1	1	(>>)10.1
5		3	2	3	3	2	>>SECTION 11
Wh	at do you consider currently best for (NAME)?						
(Rei	ud the options)	1	1	1	1	1	
	Work for income	2	2	2	2	2	
11	Assist family business	3	3	3	3	3	
3=	Assist with household chores	4	4	4	4	4	
4	Attend school	ъ	ы	ъ	ъ.	ъ	
11	Other (Specify)						
ŧ :	tat problem (s) does (NAME) face as a result of $\frac{1}{1000}$						
	(1) IDET WOLKE) (Aread the options and cartle $1-1$ es, if them is						
dþ	licable and $2=No$ if not applicable)						
(a)	Injury, illness or poor health	1 2	1 2	1 2	1 2	1 2	
(q)	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	
(p)	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	
(t)	Extreme fatigue	1 2	1 2	1 2	1 2	1 2	
60	No play time	1 2	1 2	1 2	1 2	1 2	
(\mathbf{q})	No time to go to school	1 2	1 2	1 2	1 2	1 2	
(1)	Others (Specify)	1 2	1 2	1 2	1 2	1 2	
δ M	nat are the main reasons for letting (NAME) rk? (Indicate three most important reasons)						
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						
20=	Other (Specify)						



SECTION 11: HOUSING AND HOUSEHOLD CO	NDITIONS	SEC	TION 11: HOUSING AND HOUSEHOLD CONDITIONS
11.1.2 Does the Household Own land? (Assily much	or of arms annual)	11.10 2-Ni	. How did the household cope with this problem? (Inducate $1 = Y e_S$, if applicable; if not apply the problem of the set of the problem
998=Household does not own land		V	eg nov alphunosy Financial assistance from government agencies
		В	Einancial assistance from NGOs / solicious occanizations /local community
11.13. Does the household own any of the following $(4 - V_{ab}, 2 - M_{a})$		C	Entancial assistance from relatives / friends
		D	Took children out of school as could not afford it
1. Motor vehicle 2. Motor-hike		Е	Placed children in other household(s)
3. Bicycle		Ч	Got a loan (from bank or friend)
4. Television		Ċ	
5. Computer		5	Sold household assets
6. Sewing machine		- - -	. Has the household suffered a full in income due to any of the following
7. Telephone (Land line)		hous	\cdot tras the neuscrote state of the last 12 months? ($1=Yes$, $2=N_0$)
8. Mobile phone		K	I oss of employment of any member
9. Radio		В	Bankruptcy of a family business
11.14. Does the household own livestock? (If yes, spe	wish the numbers of livestock owned by	C	Illness or serious accident of a working member of the household
the household, else write in the number column '00')	3	D	Death of a working member of the household
1=Yes, Nu	mber	Ц	Abandonment by the household head
Type 2=No		ц	Fire in the house/business/property
1. Cow		G	Criminal act by household member
2. Sheep 3. Goot		Η	Land dispute
2. Coat 4. Pig			Loss of cash support or in-kind assistance
5. Poultry			Fall in prices of products of the household business.
6. Other (specify)		Υ	I ross of horrost
		-	1 oce of firmetool
11.15. Has the household been adversely affected i countravide /community wide wohlem in the last	by any of the following + 12 monthe ²	M	Dther (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
	1=Yes	hard	ship? (Indicate $1=Yes$, if applicable, $2=No$ if not applicable)
Problem	$2=N_0$	Α	Financial assistance from government agencies
A. Natural disaster (drought, flood, storms, hurricane, landslides)		В	Financial assistance from NGOs/ religious organizations/local community organizations
B. Epidemics		C	Financial assistance from relatives / friends
C. Business closing due to economic recession		D	Took children out of school as could not afford it
D. Falling agricultural prices.		Е	Placed children in other household(s)
E. Public protests		F	Additional work hours by household members.
F. Other (specify)		G	Sold property/used savings
(If no single 1 for items 11.15(A)-11.15(F) >>11.17)		Н	Reduced household expenditures
		Ι	No serious impact
		J	Other
		К	None

Annex II: Authors and Editorial Team

The following persons contributed to the authorship of his report

- 1. And rew Mukulu Director Population and Social Statistics
- 2. Wilson Nyegenye-Principal Statistician
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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

Sectors	Activities	Hazardous condition	Risks and possible consequences ^{2,3}
Trafficking	 Domestic work Commercial sexual exploitation 	 Loss of identification Separation from family Physical and sexual abuse Bondage 	 Sexually transmitted diseases (including HIV/ AIDS) Emotional/ psychological trauma Impaired moral development Cuts and wounds Loss of dignity/self- esteem
Commercial sexual exploitation	 Providing sexual services Engagement in child pornography 	 Involuntary (forced) labour Exposure to physical violence Sexual abuse Exposure to drugs 	 Sexually transmitted diseases (including HIV/ AIDS) Unwanted pregnancy and abortion Emotional/ psychological trauma Impaired moral development Cuts and wounds Loss of dignity/self- esteem
Armed conflict	 Children abducted to join fighting forces Children conscripted to join the military Portering supplies Spying to gather information Sexual slavery 	 Exposure to violence (target and perpetrator) Sexual and physical abuse Isolation from family Using dangerous weapons Deprivation of food/ water Carrying heavy loads 	 Emotional/ psychological trauma Impaired moral development Cuts and wounds Injuries/disability Sexually transmitted diseases (including HIV/ AIDS) Fatigue Stunted growth and deformity

	Table B:	Conditional	hazardous	work
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Sectors	Activities	Conditions under which the work is bazardous	Risks and possible consequences
Agriculture	 From Digging, Planting, Growing, Harvesting, Processing, and Marketing: Tobacco Tea Rice Sugar cane Maize milling Cotton Horticulture 	 Noise and vibration Carrying heavy loads Exposure to dust, fumes Exposure to hazardous chemicals (pesticides) Exposure to extreme temperatures Using tractors and dangerous machinery Long hours of work Exposure to smoking Animal attack 	 Loss of hearing Poisoning (acute and chronic) Cuts and wounds Fatigue Long term health problems Respiratory diseases Musculoskeletal injuries
	 Subsistence farming Hunting 	 Long hours Animal attack Carrying heavy loads Use of sharp objects Walking long distances 	 Fatigue Injury from animal attack Accidents Musculoskeletal injuries Cuts and wounds
	• Animal herding	 Animal attacks Long hours Isolation Walking long distances 	 Fatigue Psychological stress Injury from animal attack Accidents Infection with animal diseases
Fishing	 Paddling boats/canoes Loading boats/canoes Fishing Smoking fish 	 Long hours Work at night Sudden shifts in weather Carrying heavy loads Animal attacks Travelling across deep water 	 Drowning Water-borne diseases Fatigue

Domostic work	• clooping	• Handling sharp	• Mussulaskalatal
Domestic work	 cleaning cooking washing child minding 	 Handling sharp instruments Working with machinery and tools Working long hours Isolated from family Handling fire and hot objects Sexual harassment/ abuse Inadequate food 	 Musculoskeletal injuries Cuts and wounds Emotional/ psychological stress or trauma Burns Fatigue Stunted physical development
Construction	 Brick making Portering Carpentry work Building Road construction 	 Exposure to chemicals Exposure to fumes, dust Exposure to fire and excessive heat Working long hours Carrying heavy loads Excessive noise/vibration Exposure to dangerous tools Exposure to dangerous heights and denths 	 Burns Musculoskeletal injury Cuts and wounds Respiratory diseases Fatigue Loss of hearing Stunted growth and deformity
Mining	 Sand harvesting Quarrying Stone crushing Digging in caves/tunnels 	 Exposure to fumes, dust Exposure to fire and excessive heat Working long hours Carrying heavy loads Falling rocks or objects Excessive noise/vibration Working at heights or below ground 	 Burns Musculoskeletal injury Cuts and wounds Respiratory diseases Fatigue Loss of hearing

Urban informal sector	 Working in markets Hawking Street vending Begging Scavenging and stealing Welding Cross-border smuggling 	 Exposure to drugs Exposure to chemicals Exposure to physical and sexual abuse Traffic accidents Working long hours Working at night Carrying heavy loads Unsanitary conditions 	 Cuts and wounds Emotional/ psychological stress Injuries Fatigue Loss of self-esteem Drug addiction Loss of hearing Damage to eyesight
Entertainment	 Hotels/bars/restaurants Casinos Video parlors Night clubs 	 Sexual harassment/ abuse Long hours Work at night Work with knives/sharp objects Exposure to immoral behaviour 	 Emotional/ psychological stress Sexually transmitted diseases (including HIV/AIDS) Cuts and wounds Impaired moral development Loss of dignity/self- esteem

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.



The term "child labour" is used to refer to the subset of children's work that is injurious, negative or undesirable to children and that should be targeted for elimination. It can be either economic or non-economic in nature, though most published estimates refer only to the former. Three main international legal standards – the UN Convention on the Rights of the Child (CRC), ILO Convention No. 182 (Worst Forms) and ILO Convention No. 138 (Minimum Age) – provide the legal definition of child labour and a framework for efforts against it. There is not an agreed international statistical definition of child labour, as child labour is defined by national legislation within the framework of the international legal standards.

Annex V: Regression analysis of the determinants of children involvement in work and child labour

Variables	Odds	Linearized	t	P>t	[95% Conf. Interval]	
	Ratio	Std. Err.				
Male dummy (cf: Female)	0.8130129	0.0891467	-1.89	0.062	0.6541308	1.010486
Age	1.911577	0.1720934	7.2	0	1.599037	2.285204
Age squared	0.9802	0.0038	-5.2100	0.0000	0.9728	0.9877
District (cf: Rakai)						
Wakiso	0.0180	0.0060	-12.0500	0.0000	0.0093	0.0349
Mbale	0.1589	0.0356	-8.2200	0.0000	0.1019	0.2477
Disabled (cf: not disabled)	1.0645	0.1758	0.3800	0.7060	0.7673	1.4770
Male Head (cf: Female Headed)	1.0444	0.1646	0.2800	0.7840	0.7641	1.4275
Urban dummy (cf: rural)	0.5536	0.1499	-2.1800	0.0310	0.3236	0.9472
orphan (cf: non orphan)	1.3487	0.2780	1.4500	0.1500	0.8962	2.0298
Manufacturing	0.5862	0.1503	-2.0800	0.0400	0.3526	0.9745
Service	0.8130	0.0891	-1.89	0.062	0.6541	1.0105
_lsector_4	1.911577	0.1720934	7.2	0	1.599037	2.285
Attending school(cf: not attending)	0.9802	0.0038	-5.2100	0.0000	0.9728	0.9877

(a) Children involvement in work

(b) Children involvement in Child Labour

Variables	Odds Ratio	Linearized Std. Err.	t	P>t	[95% Conf. Interval]	
Male dummy (cf: Female)	0.882	0.155	-0.710	0.476	0.622	1.250
Age	0.606	0.295	-1.030	0.307	0.230	1.597
Age squared	0.994	0.021	-0.300	0.763	0.952	1.037
District (cf: Rakai)						
Wakiso	5.564	4.107	2.330	0.022	1.284	24.117
Mbale	1.494	0.357	1.680	0.096	0.930	2.401
Disabled (cf: not disabled)	0.820	0.187	-0.870	0.387	0.521	1.290
Male Head (cf: Female Headed)	0.913	0.231	-0.360	0.719	0.552	1.510
Urban dummy (cf: rural)	2.022	0.646	2.200	0.030	1.072	3.814
orphan (cf: non orphan)	0.576	0.152	-2.100	0.039	0.342	0.971
Manufacturing	24.401	15.471	5.040	0.000	6.923	86.009
Service	3.167	1.895	1.930	0.057	0.964	10.400
_lsector_4	16.650	23.262	2.010	0.047	1.037	267.343
Attending school(cf: not attending)	0.342	0.101	-3.620	0.000	0.190	0.616

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