



ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**THE EFFECT OF CHILD LABOR ON CHILDREN EDUCATION IN
THE CASE OF ABUNE BASLIOS PRIMARY SCHOOL**

By

Yodit Germame Giffawesen

ID Number: SGS/0702/2012A

Jun 2021

Addis Abeba, Ethiopia

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**A Thesis Paper Submitted to St. Mary's University School of Graduate
Studies for Partial Fulfillment of the Requirement for the Master of Social
Work**

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DECLARATION

I, Yodit Germame Giffawesen, declare that this work is my original paper which is entitled The influence of child labour on child's development and education in the case of Abune Baslios primary school (Kolfe Keraniyo sub-city woreda 01) and has not been presented for a degree in any other university and that all sources of materials used for the thesis paper have been duly acknowledged.

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Certification

This is to certify that, this thesis entitled “**The Effect of Child labour on Children Education**” submitted to St. Mary's University, School of Graduate Studies in partial fulfillment of the requirements for the award of Master’s Degree in Social work done by **Yodit Germame** is submitted with my approval as her thesis advisor.

Tilahun Gebrehiwot (Dr.)**Signature & Date****St Mary's University, Addis Ababa**

Acknowledgments

First of all, I would like to express my sincere gratitude to my thesis advisor Tilahun Gebrehiwot (Doctor), for his encouragement and help to complete my thesis.

My special thanks goes to my husband Wesen Tesfaye for his encouragement and financial support, next I would like to thank selfless family for their support and moral. I feel richly blessed, how having a husband and family like them. And I offer my regards to all of those who supported me in any respect during the completion of the thesis.

Abstract

This study attempted to assess the effects of child labour on the Children education: the case of Abune Baslios primary school, kolfe keraniyo sub-city, Adis Ababa Ethiopia. Child labour is a work that deprives children of their childhood, their potential and their dignity, interferes with their ability to attend regular school and that is harmful to physical and mental development. There is a negative effect of child labour on school attendance. Child labour adversely affected school participation and educational attainment. The major objective of the study is to identify the effects of child labor on children education. The study conducted by selecting 15 child labourer, 5 parents, and 5 teacher respondents through purposive non-probability sampling technique. Qualitative data were collected by using interview, observation method and focus group discussion. The data analyzed through thematic data analysis method.

The findings of the study indicate that nearly all the child workers that participated in the study were from economically poor families and some being orphaned. Other findings of this study shows that the phenomena of poverty, family displacement, unemployment, prevalence of HIV/AIDS and parental death are the major causes of child labour in the study area. It also shows the negative impacts of child labour on children education. The continuous involvement of children in working with little or no prospect of education perpetuates the vicious circle of poverty.

KEY WORDS: *Child labour, child labour effects, School Attainment*

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Abbreviations

AIDS----- Acquired Immune Deficiency Syndrome

CRC-----Convention on the Rights of the Child

CSA-----Central Statistical Authority

FDRE -----Federal Democratic Republic of Ethiopia

FGD -----Focus Group Discussion

ILO -----International Labour Organization

IPEC-----International Programme on the Elimination of Child Labour

MOLSA-----Ministry Of Labour and Social Affairs

NGO-----Non Governmental Organization

SC-----Save the children international

SIMPOC-----Statistical Information and Monitoring Program on Child Labour

UN-----United Nations

UNCRC-----United Nations Convention on the Rights of the Child

UNICEF-----United Nations International Children’s Emergency Fund

LOCAL TERMS

Koshe Tera _____ Addis Ababa city garbage area

Koshe Lekema----- Collecting waste and dump materials from the city dump area

Woreda-----A small administration unit under sub-city

Kebele-----The smallest administrative unit in a local government structure

CHAPTER ONE

1 BACKGROUND OF THE STUDY

Child labour is a worldwide problem stemming mainly from socio economic. Despite the fact that the international labour conventions and different nation's legislations to protect children from economic exploitation, the practice still continues to prevail and becoming a structural part of many economies in both the formal and informal sectors throughout the world especially in developing countries (Assefa, 2000).

Child labour refers to any economic activity performed by a child. The term stood for the practice of employing young children in factories during the industrial era. Presently it designates a condition when a child is involved in exploitative economical activities that are mentally, physically, and socially hazardous (Boyden, 1998). Child labour does not include "child work," the occasional performing of light work after school, or formal apprenticeship opportunities. Instead, in "child labour" an exploitative situation prevails that involves: work at too early an age, full time, requiring exertion, under bad conditions, with inadequate pay, too much responsibility, denying access to education, undermining dignity and self-esteem, and detrimental to full social, and psychological development (Boyden, 1998).

Many types of works are done by children including agricultural work, domestic service, home based work, work in factories and shops, street selling, mining and quarrying, construction, pornography industry, and a wide range of other activities (UNICEF, 2006). However not all work is harmful to children; it is considered tolerable only when it's not hazardous to children's mental, physical, social or moral development and not interferes with their schooling (ILO, Child Labour: A Textbook for University Students, 2004).

The notion of "child labour" refers to children who are working as opposed to ILO's principles which are enclosed in conventions 138 and 182. According to ILO's convention, all children below the age of 12, who are participated in any economic activities, children between the age of 12 to 14, who are involved in hazardous works, and children from 15 to 17, who are engaged in economic activities above 14 hours per a weak are in the worst forms of child labour (ILO/IPEC, 2002). In addition to this, the worst forms of child labour include children who are below the age

of 18 who are involved in forms of slavery and forced labour, including forced recruitment for use in armed conflicts, commercial sexual exploitation (prostitution or pornography), illicit activities (particularly the production or trafficking of drugs) and hazardous work that jeopardizes their lives, health or morals. The idea of child labour does not oppose children's working at all. Child work is children's involvement in a variety of jobs or an economic activity which does not influence their education, their health and their holistic growth are often seen as positive. Thus, the central issue in child labour is mainly the type of work that the children are doing.

A number of factors are responsible for the high incidence of child labour in developing countries, many attributing this to poverty and poverty-related factors. Households that do not have enough resources to sustain the family have no choice but make their children engage in various activities to make ends meet. In such cases, not having the children work puts the very existence of the family at risk. Limited access to (quality) schooling is also among the factors identified as encouraging child labour. In areas where there is little or no access to (quality) schooling, parents may consider child work as an opportunity to help their children develop a future "career". Thus in favor of this line of argument call for expansion of primary schooling as a deterrent to child labour, for example according to a report by the ILO, "education is pivotal to eliminating and preventing child labour..." (ILO, Maritime Labour Convention, 2006). Of course, school expansion may not lead to a significant reduction in work participation. Imperfection in the labour and capital market, family expectations, and culture are other factors responsible for the high incidence of child labour worldwide.

According to ILO child labour is a pervasive problem in Ethiopia. A national child labour survey conducted in 2001 with ILO assistance indicated that 52 percent of children aged 5-17 years were economically active. Overall, 85 percent of children aged 5-17 years were involved in economic or housekeeping activities that prevented or impeded school attendance or performance. The need for labour assistance of children and desire to supplement household income are the most important reasons that drive children to work.

The research area found in southeastern part of Addis Abeba, the area is one of poverty stricken area in Addis Ababa. Abune Baslios primary school is governmental school found near to "Koshe" (the Addis Ababa city garbage collection). In the area many type of child labouring

activities are found to perform by children mainly collecting waste materials from “koshe”. Poverty and its related factors are the main causes of child labour in the area. Many children engaged in different economic activities to support themselves and their family beside their education. In the school there are a lot of child labourers found who combines work and school at the same time. The issue didn't get enough intention in regards to the wide scope of the problem. The researcher intends to show the negative relationship of child labour and schooling in the area.

1.1 Statement of the Problem

As the international community relies, child labour stands as a serious obstacle to achieving a number of the goals including poverty reduction, most directly child labour has obvious implication for meeting the goal of universal primary education (Betcherman, G., Fares, J. and Amy, L., p. 2004)

Child labour is rooted in poverty and its relation to education is often considered two sides of the same coin (Sakurai, 2006). It is a result of current poverty and a cause of continued poverty for the children who sacrifice their education in order to work (Udry, 2003). It interferes with the human capital development of children by either forcing children to drop out of schools or making learning process in schools ineffective (Priyambada, A., Suryahadi, A. and Sumarto, S., 2003). Consequently it drops the future earnings of the child, the explanation behind that is the low current incomes of their families keeps poor children out of school and thus perpetuates their poverty into the next generation (Ravalizon, M. and Wodon, Q., 1999). Child labour is widespread problem in developing countries. In the sub Saharan Africa and South Asian countries typically school enrolment is low and child labour is wide spread. And child labour in these countries affects school performance as children miss important lessons and fall behind academically (Ravinder, 2009). Just like other developing countries, child labour is necessary for family survival in Ethiopia. A large number of individuals enter the labour market below the age of 15 and with little or no formal education (Guarcello, L., Rosati, F., 2007). In general, Ethiopian children start participating in work activities at an early age (as early as five years old) and many of them without getting the chance to attend school (CSA, 2001).

So far, some studies have been undertaken to investigate the child labour in Ethiopia. In their studies child labour in the informal sector in Addis Ababa city: they found that child labour has

negative impact on the holistic personality of the child, which is physical, health and psychological and social impact, especially it affects the school enrolment and participation of child labours. Child labour and education in the rural households of Ethiopia also emphasized that the negative effect of child labour on children school attendance. As a result child labour can be seen as a major problem which derived educational opportunities of children that could open up for them better future. Therefore the aim of this study is to assess the effect of child labour on educational participation children: and Abune Baslios school (Kolfe Keraniyo sub-city, woreda 01) is selected for study area, as densely populated and poverty stricken areas of the country, which believed many children works in informal sector, as a result this study will help to clarify the influence of child labour on children education.

1.2 Research Questions

- What are the causes of child labour in the research area?
- What is the working condition of child laborers in Abune Baslios primary school?
- What factors contribute to child school attendance and/or its combination with work?
- To what extent does child labor affect the children's schooling?

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of the study is to identify the effects of child labor on children's education.

1.3.2 Specific Objectives

To address the above general objective, the following specific objectives are stated.

- To assess the working conditions of child labourers.
- To assess the factors that determine children decision to participation in work, school or a combination of them.
- To assess the effect of child labor on the children's schooling

1.4 Significance of the Study

This study aims to consider the major aspects of dominant child labour and its effect on schooling amongst children in the 9-17 age categories. And the findings of this study will provide insights to the situation in the study area Abune Baslios School. In addition, the findings shows education will create better understanding among the public and policy makers. It will also inspire further educational work and hence make wider the front line of knowledge in the area. Moreover the research will provide information such as the nature of the work performed by the children, their dangerous working environment, causes and consequences of the problem. This can be helpful for government officials, social workers and other concerned bodies to design and implement programs that would help to tackle the problem.

1.5 Scope of the Study

These study efforts to assess the major determinants of child labor and its effects on school presence. The effects of child labour can be seen from different dimensions like from psychological, moral, health, emotional development. However this study only assessed the effects of child labour on the children's education, on children who are engaged in economic activities aged 9-17: in collecting waste materials from the main city garbage literally called "Koshe Lekema" were the focuses of this study.

1.6 Limitation of the Study

It could be good and more appropriate, if the study could focus on all forms of child labour in the city at house hold level to access and analyze the major determinants and of child labour and its effect on the child's schooling. However, due to Corona virus case, time, and budget constraints the research is done only on children aged between 9-17 who were engaged in economic activities: the age range selected through the discussion with teachers, they listed some of children are early by age but working as their elders which is hazardous to them. The researcher faced a problem during teacher's interview; male teachers were not willing to be interviewed. Another limitation was child labourers come for interview more than the researchers sample size, they thought to receive some kind of financial support, so it was very difficult to minimize them to sample size.

1.7 Operational Definition of Key Terms

Child labour: refers to the exploitation of children through any form of work that deprives children of their childhood, interferes with their ability to attend school regularly, and is mentally, physically, socially and morally harmful.

Child work: is a work performed by a child which contributes to child's positive development. It is not hazardous to the child and cannot disturb the child education.

Poverty and related factors: poverty is the state of not having enough material possessions or income for persons basic needs. Poverty may include social, economic, and political elements.

School attendance: a measure of the number of children who attend school and the amount of time they are present.

Educational performance: is the role motivation strategy and measured academic success.

Inflation: is an economic term, the decline of purchasing power of a given currency over time.

Unemployment: it is a situation when workers who want to work are unable to find jobs, which lowers economic output.

Family disintegration: is a social problem leading to the breakup of social relationship between the family member, which affect the child values and standards of living condition.

1.8 Organization of the paper:

The research report organized in five chapters, the first chapter deals with the background of the study, statement of the problem, objectives of the study, limitations of the study, significance of the study, and organization of the study. The second chapter deals with the review of related literatures. And the third chapter deals with methodology, research design, data gathering tools, sample size and sampling technique. Chapter four contains analysis and interpretation of data. Finally, chapter five presents conclusion and recommendations.

CHAPTER TWO

2 REVIEW OF RELATED LITRATURE

2.1 Introduction

A child is defined as an individual under the age of 18 years based on the 1989 United Nations Convention on the Rights of the Child and the ILO Convention on the Worst Forms of Child Labour, 1999 (No.182).

The issue of child labour is motivated by its detrimental impact on the normal development of labouring children in general and on their educational performance in particular (Bhalotra, Sonia., 2003). Using micro level data, a number of studies have investigated the causes and consequences of child labour, with particular emphasis on the link between child labour and schooling. If the cost (direct as well as indirect) of sending children to school is high, then poor households will be forced not to send their children to school or to take their children out of school which in turn creates a fertile ground for the use of child labour. To the extent that this is true, policy reforms targeted at affecting the cost (direct or indirect) of schooling will affect the allocation of children's time. (Ravalizon, M. and Wodon, Q., p. 2000) (Skoufias, E. and Parker, S., 2001), (Edmounds, Eric and Nina Pavcnik, 2005) are some of the recent studies that used policy reforms targeted at affecting the cost of school attendance to establish the trade-off between schooling and child labour.

In a study by (Edmounds, Eric and Nina Pavcnik, 2005) a child is defined as economically active if he or she works for wages in cash or in-kind; works in the family farm in the production and processing of primary products; works in family enterprises that are making primary products for the market, barter or own consumption; or is unemployed and looking for these types of work.

However there are variations upon the minimum work age restriction and the type of labour among different nations, which might make the definition of child labour ambiguous (Dawit, 2010). For instance the minimum work age in some developing countries is 14 years.

2.1.1 Hazardous forms of child labour

Hazardous forms of child labour is defined by the (ILO/IPEC, 2002) based on the conventions NOs.138 and 182, as any activity or occupation which, by its nature or type has, or leads to, adverse effects on the child's safety, health (physical or mental), and moral development. Hazards could also derive from excessive workload, physical conditions of work, and/or work intensity in terms of the duration or hours of work even where the activity or occupation is known to be non-hazardous or safe.

The ILO Convention No. 182, article 4, the determination of what constitutes hazardous child labour shall be determined by national laws or regulations or by the competent authority, made nationally in a government-led process. Taking account of national classifications of hazardous child work, international labour organization in the recommendation No.190 on the Worst Forms of Child Labour laid down the following criteria about Hazardous work:

- i. Work which exposes children to physical, psychological or sexual abuse:
- ii. Work underground, under water, at dangerous heights or in confined spaces.
- iii. Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads.
- iv. Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health.
- v. Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

2.1.2 Unconditional worst forms of child labour

Pursuant to Article 3 of ILO Convention No. 182, the unconditional worst forms of child Labour includes:

- i. All forms of slavery or practices similar to slavery, such as the sale and trafficking of Children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment, of children for use in armed conflict.

- ii. The use, procuring or offering a child for prostitution, for the production of pornography or for pornographic performances.
- iii. The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties.
- iv. Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

2.2 Determinants of child labour

2.2.1 Poverty and child labour

Child Labour is basically considered to be the consequence of persistent poverty. The poor households use child labour to transfer income from the future to the present (Mazhar, 2008). Poverty is deep-rooted and natural calamities, man-made disasters (war and civil strife), illiteracy, powerlessness and the lack of viable options further exacerbate the deprivations confronting poor parents who feel compelled to put a child to work. Poverty is not, however, the only factor in child labours and cannot justify all types of employment and servitude (ILO, Child Labour: A Textbook for University Students, 2004).

According to (Rena, 2009) hundreds of thousands of children, due to the poverty, are forced to work as labourers before they ever enter school and many must leave school in the middle of a course of study to become labourer. Once children are snatched from school and put to work, they are cut off from their communities. The problem of child labour is closely related with poverty and underdevelopment. It is often pointed out that poverty is the main cause for child labour in general. As in all the developing countries including India, china, Bangladesh, Pakistan, Sri Lanka, Papua new guinea, Ethiopia, Uganda, Mozambique, Malawi, Sudan, and Chad, the prevalence of poverty is high and therefore, child labour in these developing countries, particularly in Asia and Africa, does exist to a higher extent.

2.2.2 Economic shocks

In (Brown, D., Deardorff A. and Stern R., 2002) economic shocks set as one of the determinants of child labour. It can affect household decision-making through a number of channels. On the one hand, a decline in economic activity that reduces current employment opportunities relative

to the future may lower the opportunity cost of an education relative to its future payoff. Thus, families may decide to increase educational attainment. However, for families that are credit-constrained or lack access to employment insurance, the impact may be the opposite. Children are withdrawn from school and put to work in order to span the economic downturn. Indeed, there is considerable evidence derived from many countries shows that economic shocks are a significant contributor to the rate of child labour. (Priyambada, A., Suryahadi, A. and Sumarto, S., 2003) also argued that when household income drops (Rena, 2009).

2.3 Family characteristics and child labour

In most societies, the family is both the child's immediate emotional influence and its introduction to living in society, and then its first avenue of contact with the outside world. Most Children start work by helping their families, before they go out to work for others. They do so partly because of poverty but also, in many societies, because cultural values and expectations view this as a natural and "right" way to introduce a child to the roles and responsibilities linked to being a member of a family and to growing up. This occurs throughout the world in millions of agricultural families. If the family owns land or works on the land of others, the child will start by spending the day in the fields alongside its parent, doing very easy jobs at first and then progressively more demanding ones (ILO, Child Labour, 2004).

A. Size of the household

According to (Rickey, 2009) Size of the household is important in determining children's labour activities and educational opportunities. High fertility rate is positively correlated to the incidence of child labour. It is no wonder that large families often also have serious child labour problem as children make good economic sense in the context of economic hardships. Other scholars have also shown the economic advantages of poor parents having many children in South Asian countries. In the context of poverty and basic survival needs, children are considered as preferred commodity by their parents compared with other goods because of their economic utility. High fertility increases the chances that children from large families have to do work to support household income.

In a study by (Akarro, R., and Mtweve, N., 2011) household size was examined as an important in determining children's labour activities and educational opportunities. It has been argued that high fertility rate is positively correlated with the incidence of child labour, high fertility increase the chance that children from the large families to do work to support house hold income. In the context of poverty and basic survival needs, children are considered as preferred commodity by their parents compared with other goods because of their economic utility.

B. Parental education

Parental education plays a persistent and significant role in lowering the incidence of child labour, above and beyond the impact on family income. Educated parents have a greater appreciation for the value of an education, whereas uneducated parents may simply want to believe that the human-capital decisions made by their own parents were correct (Brown, D., Deardorff A. and Stern R., 2002).

(Rickey, 2009), found that in rural India the children of mothers with less than primary education are significantly to be in full-time work as compared with full time study, and having a mother who completed middle school reduced the probability of combining work and school as compared with full-time study, while the father's education has no significant effect. (Ravalizon, M. and Wodon, Q., 1999) Also found negative effects of the mother's and father's education level on child labour in Bangladesh. In Vietnam (Rosati, F. and Rossie, M., 2003) that years of father's education have no effect on child labour but mother's education has a negative impacts on the probability of work (full-time and part-time) as well as on the probability of being neither in work nor school .

C. Family assets

In the study (Brown, D., Deardorff A. and Stern R., 2002) household assets are important in the absence of access to formal capital markets. Households that want to borrow against the future may be able to tap internal assets. The presence of the father in the household, the presence of an older sibling in the household (particularly a brother), the capacity of the mother to engage in market work, or property associated with a family enterprise can all be thought of as assets that can be drawn upon even if the family has no access to formal capital markets. For this reason, the

presence of such household assets might be expected to lower child labour. Consequently, gender, birth order, the presence of older siblings, the mother's work opportunities, and the presence of a family enterprise are also important determinants of whether a child works, the type of work undertaken, the number of hours worked, and whether part-time schooling is an option.

2.3.1 School related factors

As (Siddiki, 2012) schooling problems also contribute to child labour. Many times children seek employment simply because there is no access to schools (distance, no school at all). When there is access, the low quality of the education often makes attendance a waste of time for the students. Schools in many developing areas suffer from problems such as overcrowding, inadequate sanitation and apathetic teachers. As a result, parents may find no use in sending their children to school when they could be home learning a skill (for example, agriculture) and supplementing the family income.

The education attainment is low because of limited opportunities of schooling, such as inaccessibility of schools, inability of parents to afford schooling costs, irrelevance of school curriculum to real needs, and restrictions on girls' mobility in most parts of the developing countries (Mazhar, 2008).

Several studies point to the importance of school quality as an important determinant of schooling and work. However, school quality is virtually never measured directly. At best, some studies have evidence on the integrity of the school structure, whether or not the school is open most days of the week, and other services available to the general community such as running water or electricity (Brown, D., Deardorff A. and Stern R., 2002).

(Mazhar, 2008) Education system in developing countries is featured with weak infrastructure and ineffective to attract and hold the children. A lot of studies about education and work trade off in developing countries highlight the problem of poor schooling or the irrelevance to future market requirements.

Parents are discouraged to send their children to school when direct costs of books, uniforms, writing materials, transportation to school, need to be covered by families. Immediate and direct

costs of schooling also lower the likelihood of the child ever entering school (Akarro, R., and Mtwewe, N., 2011).

2.3.2 Socio-cultural factor

In the traditional societies children are being considered as social assets expected to assist and work with their parents in their household chores. Children have been put in apprenticeships to learn the trade of their ancestors and to keep family tradition alive. And, these traditional and cultural values occasionally form the conditions for child labour (Mazhar, 2008).

The cultural aspect for household's head gives the adults authority over children. Parents may demand labour from any employing firms and individual employers and send their children to work because they are considered as innocent, docile and less troublesome (Akarro, R., and Mtwewe, N., 2011).

2.3.3 Demand-side factors in child labour

There is a market demand for child labour since children are generally docile, obedient, hired at cheaper rates than adults, and dispensed with easily if labour demands fluctuate. They incur no long-term investment on the part of industry in terms of insurance or social security and low paid child labour may be perceived as a significant element for industries wishing to maintain a competitive edge in national and international markets. Children are unprotected, powerless and silent as far as their rights as workers are concerned (ILO/IPEC, 2002).

Children are often preferred in industries that are labour intensive, function with rudimentary technology and require laborious/repetitive work for long hours. Although largely disproved, the myth persists that in certain industries, such as carpet making or flower-picking, children are needed because of the dexterity of their small fingers. Child labour persists because the laws that do exist are not strictly enforced and because social and political commitment is weak (ILO/IPEC, 2002).

Earlier introduced, the supply side of the market in child labour consists of all the forces leading households to offer their children's labour, while the demand side refers to the factors that induce

employers to engage children as workers. Together, the supply and demand sides influence the amount of child labour.

The more pressure is exerted on the supply side (i.e. the more households offer child labour), the less productive and remunerated this labour will tend to be. The more pressure is exerted on the demand side (i.e. the more uses for child labour are generated), the more productive and remunerated it will be. Both sorts of pressures will tend to increase the overall amount of this labour being performed (ILO, Child Labour, 2004).

As we have seen, the bulk of the research has focused on the supply side. The entire question of poverty, for example, is concerned with the role that lack of income plays in convincing households to put their children to work. Similarly, the analysis of family structure is intended to explain which children from which households will be instructed or encouraged to work. Nevertheless, demand side factors should not be slighted. The manner in which a society's production is organized can have a profound effect on the prospects of its child. An initial question to be asked is whether the tasks assigned to children are similar to those performed by adults, or whether there are few opportunities to substitute the labour of one for the other. This is of great importance, since only if the potential for substitutability is high, it will be relatively easy to phase out child labour. Moreover, in such situations the presence of children in the workplace can have a depressing effect on the demand for adults - even their own parents. Thus, the costs of child labour are greater and the barriers to eliminating it are less. But if children perform specialized tasks, there may be less impact on adult labour markets, and the withdrawal of child labour may result in economic disruption (ILO, Child Labour, 2004).

2.4 Education and child labour

(Sakurai, 2006) argued that poverty is the root of child labour and its relation to education is considered two sides of the same coin, meaning that poor children are more likely to work in 16 developing nations and, if children have to work, then they are less likely to attend primary or secondary school, resulting in a pervasive cycle of poverty that spans generations.

(Ravalizon, M. and Wodon, Q., 2000) Argued that although schooling typically raises future earnings, yet one finds relatively low enrolments amongst currently poor families, the

explanation behind that is the low current incomes of their families keeps poor children out of school and thus perpetuates their poverty into the next generation. However (Cockburn, 2000) stated that it is generally assumed that as household wealth increases children will be progressively withdrawn from labour activities in favor of schooling.

According to the study done by (Bunnak, 2007) on child workers in brick making factories in Cambodia, showed that many child workers (55.6% of brick factories children) were not in school. About three fourth of them quitted school more than two years due to several reasons such as economic hardship, family debt, lack of money for school supplies and personal reasons (poor grade, negative attitudes towards schooling, wanting to be with friends who work, wanting money for personal needs, or wanting to stay away from parents who frequently quarreled).

Even when work activities do not prevent a child from participating in school, they may shrink study time or tire the child to the point of impairing concentration and learning. Using information on school performance from exam results appear to be worse for children with multiple work activities and long school day and weekend hours (Cockburn, 2000).

(Mavrokonstantis, 2011) In his study also found that child labour has a large adverse impact on educational attainment for children in urban areas of Vietnam, as employment opportunities in the formal labour market are more prevalent in urban areas which are not compatible with schooling. (Ersado, 2003) In his study the improved labour market condition for adult household member in rural areas of Nepal and Peru leads to higher school enrolment rates and less employment of children and also higher wages for adult women in rural Zimbabwe are associated with a low prevalent child labour. And the educational levels of both the highest educated man and women in the family, rural infrastructure and higher average educational

expenses at community level, significantly improve child education and decrease the likelihood of child labour in all three countries and in rural Nepal and Zimbabwe access to credit has positive effect on child schooling and negative effect on child labour.

2.4.1 Education and child labour in developing countries

Child labour is widespread in developing countries. Most of working children, about more than one in five children in the world work live in poor countries (Edmonds, E. and Schady, N.,

2011). As states in (Rammohan, 2002) study in developing countries, children make substantial contribution to house hold income and also considered as a gantry at old age security, ether by performing in house hold tasks in rural areas or employed in formal sector in urban areas. However these two economic benefits from children are linked as parents face a tradeoff between present and future consumption.

In the sub Saharan Africa and South Asian countries typically school enrolment is low and child labour is wide spread. The children in these areas work in contracts as plantation work, tender arrangements, bounded labour and sub controlled piece work. And child labour in these countries affects school performance as children miss important lessons and fall behind academically.

2.4.2 Education and child labour in Ethiopia

As (CSA, 2001) indicated that child labour is necessary for family survival in Ethiopia just like other developing countries. In general, Ethiopian children start participating in work activities at an early age (as early as five years old). child labour with female children largely responsible for undertaking domestic chores and male children responsible for market activities that include farm work and animal herding. More often than not, children combine school and work with school attendance being the only responsibility for quite a small proportion of children. Children residing in the rural areas had a higher chance of being engaged in a productive or housekeeping than those residing in the urban areas. About 49 percent of them were engaged in both housekeeping and economic (productive) activities, while urban children were engaged more in housekeeping activities only.

According (CSA, 2001) in all the regions, substantial numbers of children were found to be engaged in productive activity only, housekeeping activity only and both activities, where the proportion working ranges from about 69 percent in Addis Ababa to 89 percent in SNNP Region. Over half of the children in Gambella, Harari, Addis Ababa and Dire Dawa were engaged in only housekeeping activities as compared to a much lesser proportion of children engaged in this activity in the rest of the regions

As indicated U.S. Department of labour's 2010 finding the worst forms of child labour Children are exploited in the worst forms of child labour in Ethiopia, many of them in agricultural

activities and domestic service. Roughly 89 percent of working children in rural areas are engaged in agriculture. Although evidence is limited, there is reason to believe that the worst forms of child labour are used in the production of coffee, cotton, sugarcane, and tea. Children's work in agriculture may involve the use of potentially dangerous machinery and tools, carrying of heavy loads, and the application of harmful pesticides. Children, especially boys, engage in cattle herding, in which they work long hours. In urban areas, children mostly girls work in domestic service, where they may be vulnerable to sexual and other forms of abuse.

In Ethiopia, as in several other Sub-Saharan Africa countries, a large number of individuals enter the labour market below the age of 15 and with little or no formal education (Guarcello, L., Rosati, F., 2007). Results as presented in (Bhalotra, Sonia., 2003) from large integrated household data by Addis Ababa University and the Center for the Study of Africa Economics, indicated that Ethiopia has the lowest gross (34 percent) and net (21 percent) primary school enrolment rates in the world and rural enrolment rates are even lower than the national average.

(Guarcello, L., Rosati, F., 2007) In their studies found that child economic activity rises sharply with age but 40% of even the youngest (5-9 year-old) group children are involved in economic activity. Rural children and male children face the greatest risk of involvement in child labour. Fifty-four% of rural 5-14 year-old, is involved in economic activity against only 15% of their urban counterparts. The economic activity rate of male children exceeds that of female children by 20 percentage points, although this difference does not take into account the performance of household chores such as water and fuel wood collection, typically the domain of female children.

According to a study by (PINE, 2009) in Ethiopia there are lots of factors that make children stay out of school in their early age, the cause that forces children in the labour market include poverty, family problems and migration. From point of view of demand in the labour market child labour is cheap and easy to access compared to the adult workers who have the relative advantage of bargaining the terms of employment in the labour market. Moreover Household demand for labour has been identified as the most important reason for not sending children to school in Ethiopia (Guarcello, L., Rosati, F., 2007).

Suddenly and unexpectedly, for instance due to the loss of employment by the household head, it is possible that children will work more and attend school or study less.

On the other hand the likely impact of economic crisis and food price rises is to drive people underground. To avoid high prices and the prospect of low wages, many workers are driven into informal sector employment. Economic crisis in general leads to an informalization of labour markets, and informal sectors are more likely than formal sectors to seek out and employ child labour (Kane, J. and Vemuri, S, 2008).

2.5 Theoretical Review

The basic matter on the issue of child labor is to understand what constitute child labor, what causes it, how it affects children and the society and how to deal with remain as arguable issues. Although there are many ways of categorizing approaches of child labor, the most commonly used approaches can be described in terms of four general perspectives. Each of the following perspectives has different views regarding children, on the work of children and on how the problem can be resolved (Karunan, Victor P., 2005).

2.5.1 The “Human Capital” Perspective

In this perspective child labor observes in relation to the economic development. Child labor is primarily caused by under development. Low income and poverty are driving forces behind the occurrence of child labor. Proponents argued that the solution to the problem of child labor is to eradicate poverty and its causes. Proponents proposed that one of the most effective ways to break the cycle of poverty is by providing better income option for the future children by promoting policies and activities that develops their economic progress (Bhalotra, Sonia., 2003). The perspective strongly argues that the removal of children from work should be accompanied by adjustment programs for their rehabilitation, education and direct support. This perspective observes economic development as the best treat for the problem of child labor. It is not against child work that can contribute to their development and helpful to them and their families. It is against child labor that exposes them to physical and mental abuse and denies their rights. The perspective argues that child labor without schooling perpetuates a vicious cycle of poverty. It suggests that increased income contribute to economic development. Beyond emphasizing on the importance of education, this perspective also gives a strong attention on values and attitudes

like entrepreneurship that can encourage economic development (Anker, Richard and Melkas, Helina, 1996).

2.5.2 The “Labour Market” Perspective

The labor market perspective is mostly concerned about the possible impact of child labor on adult labor markets. It argues that the relationship between child labor and adult employment is a negative relationship. This labor market perspective points out that adult unemployment and child servitude worsen working class poverty due to the reason that child labor would succeed adult labor. Since child labor increases the supply of work force in the labor market, it will reduce salary rates and increase adult joblessness. The perspective advocates policies that discourage economic participation of children in order to protect adult employment and wages. This labor market perspective argues that the state has the highest responsibility in eradicating child labor by using compulsory education and minimum prohibitions on work (Bachman, 2000). This perspective argued that, children are not able to recognize their own best interest because they are innocent, ignorant and incompetent to defend themselves. A child has to be free from economic responsibility and obliges adults to take care of them. The labor market perspective assumes that making children out of work and pushing them to go to school will benefit both children and adult workers. Scholars criticize this perspective by contending that it places adult workers interest before children and ignores children conditional authenticity.

2.5.3 The “Social Responsibility” Perspective

This perspective states that, social differentiation in a society, cultural discrimination, dysfunctional family and community relationships, unfair concentration of political and economic power, decline of social values and social irresponsibility results the difficulty of child labor. Poverty is not the major explanation of child labor (Bachman, 2000). This perspective is concerned about the protection that children have to get from the society. It argues that the successful way to eliminate child labor is not through reduction of poverty or legal enforcement of child labor laws but by connecting children to the protective elements of a society, which will be achieved through reinforcement of families, public pressure on governments and organization (Myres, 2001).

2.5.4 The “Child Centered” Perspective

This perspective states that children must have a stable and nurturing environment. It recognizes children as persons with rights and voices of their own and puts their interests first without filtering them through prior adult agenda. The perspective strongly argues that there is a need to actively participate children in community development to ensure that their interests are met. The child-centered perspective states that children are capable of being actors in their development and have ideas and plans and they also have the capacity to change things and get done (Boyden, 1998). The child-centered perspective observes child labor as work which undermines children’s wellbeing and development. It gives support for policies that guarantee children’s rights, welfare and development. This perspective strongly emphasizes on the need to make national policy which is more accountable for children (Boyden, 1998). The child-centered perspective is highly dominated by ideas of human right and human development. It argues that no longer should children be seen as not heard and consulted. Children by taking part in development activities acquire skills and confidence (Myres, 2001).

2.5.5 Child Work as a “Socialization” Strategy

Child labour is a particular means of adopting the child to the environment and a socializing mechanism (Andvig, 2001). Socialization differs from culture to culture (Deka, 1986). Children takes part both in home-based tasks and more specialized works which are aimed at meeting household subsistence. Children involves in every work for household consumption which make up the economic life of the child’s group. The child will help out by adults, whose behavior he or she is expected to reproduce (Rodgers,G. and G. Standing, 1981). The child will get a benefit of skill development, personality and learn the tradition that expected to follow (Deka, 1986). Child socialization, lead the premature introduction of children into different child labour activities. Child socialization is then one of the causes of child labour (Bhalotra, Sonia., 2003).

2.6 Empirical Review

Ethiopia is the second most populated country in Africa with a population of nearly 114 million. While Ethiopia has a deep-rooted history as Africa’s oldest sub-Saharan state, it also has a long track record of devastating poverty. Financial instability has led many families to rely on their

children for work, and this has put Ethiopia on the map for having one of the most catastrophic child labor problems in the world. To develop solutions to this persistent problem, it is important that people raise awareness. There are facts about child labor in Ethiopia.

According to USAID, nearly 27 percent of Ethiopia's youth population participates in the labor force. Ethiopia is one of many African countries suffering from widespread child labor, with the African region accounting for the highest rate of child labor in the world. The International Labour Organization blames these high levels of child labor on continued economic and political turmoil.

World Vision Ethiopia and Education Centers: Fortunately, child labor in Ethiopia has been steadily decreasing over the last two decades. A study found that the percentage of child labor in Ethiopia decreased by 25 percent for boys and 40 percent for girls between 2000 and 2013. World Vision Ethiopia (WVE) is one nongovernmental organization contributing to these declining numbers by promoting education instead of child labor. Beginning in 1971, WVE has established education centers in Ethiopia, trained teachers, supported school attendance, enrolled children in vocational services and supported families savings plans to lessen the financial burden on their children. According to a WVE report, The Ethiopians Fighting Against Childhood Exploitation Project began in 2011. This project, which includes WVE and two other NGOs, targets 20,000 Ethiopian children by promoting childhood education and creating better social protections for children in Ethiopia.

The instability of Ethiopia's education system makes it one of the major causes of child labor. Despite compulsory primary education and government-subsidized schooling, widespread economic hardship has led to low attendance rates and a lack of resources. With no quality education to turn to, vulnerable children often resort to child labor to lend financial support to their families.

In 2018, Ethiopia's government took further steps to mitigate child labor by working with international and non-governmental organizations to combat disparities in educational resources and government oversight. Programs focused on smuggling, sex-trafficking, forced labor and children's rights are among the new government initiatives to curtail child labor. In the same year, the National Child Policy made it onto the national agenda, offering major reforms that

would commit the government, “to sustain its commitment to respect, protect and fulfill children’s rights and enhance the family and community’s role in the healthy growth and personality development of children.” While the Ethiopian government has not signed this legislation into law, the movement behind the policy is quickly gaining traction with those committed to eliminating child labor.

In 2003, Ethiopia ratified a convention that the International Labour Organisation (ILO) proposed, a United Nations Agency that dedicates itself to prohibiting and eliminating the worst forms of child labor. The convention, which recognizes poverty and inadequate education as significant barriers to eliminating child labor, led Ethiopia to distribute textbooks and build primary schools. A report by the United States Department of Labor describes Ethiopia’s progress as a “moderate advancement,” noting that, while there are still steps that Ethiopia needs to take, this is the beginning of a necessary solution. The coordination of government with different NGO’s working with child labour to tackle child labour is very weak. There is also a gap in awaking the society about the seriousness of the issue. Thus, in Ethiopia, the implementation of child labour laws is not satisfactory. In other words, there is a gap in putting the laws on paper in to practice.

A study that the Central Statistical Agency (CSA) conducted reported that children in Ethiopia spent, on average, 41.4 hours a week in working conditions declared that the International Labour Organisation (ILO) declared hazardous. The ILO defines Hazardous work as, “work which, by its nature or circumstances in which it is carried out, is likely to jeopardize the health, safety or morals of children.” The CSA concluded that this work has had detrimental effects on children’s health and school attendance in Ethiopia.

According to the Maplecroft Child Labor Index, Ethiopia ranks fourth behind Bangladesh, Chad and the Democratic Republic of Congo on a list of the top 10 worst countries for child labor. While this number is more than devastating, the researchers who determine this ranking explain that the numbers do not include the thousands of unseen, uncounted child laborers. This gives the world an even greater reason to help bring awareness and solutions to the child labor problem plaguing Ethiopia.

While these realities about child labor in Ethiopia show that child labor has left permanent mark on the country, new government reforms can undo much of the previous damage. The goal for future generations of Ethiopian children to live fulfilled lives that emphasize childhood education rather than childhood labor is now a real opportunity.

CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

This chapter defines the different issues related to how the research has been carried out with respect to the research design and methodology used. Selection process of the students, parents and teachers who participated in this study followed. The research design, the sampling procedure and analyses were also presented in this chapter.

3.1 Description of the Study Area

The study area is located in the capital city of Ethiopia Addis Ababa. There are eleven sub cities in Addis Ababa. Within these ten sub cities, the study area specifically has chosen to work in Kolfe Keraniyo sub city at Abune Basilios primary school.

The school is located near in Ayertena in one of Addis Ababa's poorest neighborhoods, near the city's main dump known locally as "*koshe tera*". Low income household can afford to live in this neighborhood, which is undesirable because of the smell coming from the dump. The school educates around 3500 students from this community, from kindergarten to grade eight.

3.2 Research Design

This study employed a semi-structured qualitative interview that was administered to all participants. A qualitative approach allows the researcher to capture the richness and depths of participants' experiences. Qualitative research method focuses on describing individual experiences and beliefs.

A qualitative research approach was preferred to answer the research questions of the inquiry going directly to the social phenomenon under this study. Thus, qualitative methods allow gathering evidences for contingent facts that participants narrate empirically their lived experiences in their own ways. One of the strengths of the qualitative study is the comprehensiveness of perspectives it gives to the researcher. In this study phenomenology approach of qualitative method has been employed to dig out as much qualitative data as possible.

The research used three qualitative research methods to gather descriptive data; interview, observation and focus group discussions. The researcher was reflexive throughout the research

process, monitoring emotional responses to participants' stories, especially if interviews became emotionally intense. Prior to conducting interviews, the researcher bracketed all biases and experiences that could influence data collection and analysis. The research design must make enough provision for protection against bias and must maximize reliability, with due concern for the economical completion of the research study.

3.3 Population of The Study

Children between age 9-17 who are engaged in economic activities who were working, collecting waste materials from the main city garbage literally called "Koshe Lekema" were the focuses of this study, the children selected based on the school principal and teachers suggestions as they know the students background.

3.4 Sampling and Sampling Procedure

In the selection of sampling site and targeting population; purposive probability sampling method were employed. Purposive sampling has been used to select school from the sub-city, because all government schools found in that sub-city were assumed having similar attribute in the case of children labouring. In this process, target population of a sample has been chosen from the school purposively. The targeted populations were child labourers who attained school and also works while they were selected purposively and non-probability based on their experience on laboring and education. The children selected from one work background schooling at same school and face common educational problem on regards to their laboring situation.

From a total of 48 child laborers 15 child laborer respondents selected (11 male and 4 female), parents of child laborer (4 mothers and 1 father) and five female teachers selected based on their willing involvement to the study. This study has employed purposive, non-probability sampling methods. Abune Baslos primary school is where the study sample size has been selected using purposive sampling method.

3.5 Sample Size

For this study, fifteen child labourers were selected as participants. The sample size for this study included five children parents and five teachers. A total of 25 respondents selected from the study area in regards to their willingness and nearness to the research topic.

3.6 Data Gathering Instruments and Collection Procedure

The sources employed to undertake the research was by gathering of primary data by using of interview, observation and focus group discussion.

3.6.1 Interview

Semi structured interview involves the use of various preset questions. These questions should be asked in a logical and consistent manner, but respondents have the right to review questions far from the pre-determined questions. For my research three interview question and one focus group discussion guides was prepared for children, parents and teachers. Separate interview questions prepared for children, parents and teachers. Interview guides, consisted of semi-structured questions which mainly focused on studding the prevalence of child labourers effect on child schooling at Abune Baslios Primary school. 25 child labourers, parents and teachers were participated in the interview.

Voice recorded during the interview with child labourers, teachers, and parents. The children were informed as the researcher is recording their voice through their teachers and they were willing to be recorded.

3.6.2 Observations

The researcher observes participants' ongoing behavior in their living situation of the respondents. It is a way of collecting data through observing.

3.6.3 Focus group discussion

To obtain more detail and meaningful answers on sensitive and personal topic, the study undertook focus group discussion with parents and teachers in order to enrich information gathered through other methods.

Two focus group discussions were conducted separately, one with teachers and one with parents who are residing currently in the area. Members of the first focus group discussion were four teachers. The second focus group discussion was with parents of the child labourers, the number of the participants were four, which were the mothers of the children. The FGD takes 50 minutes with teachers and 1:10 with parents. The FGD conducted at the school study area with teachers and parents FGD takes place at the school cafeteria during the students were at classroom.

3.7 Data Types and Data Sources

The researcher was employed qualitative case study research method. Primary data collection method was the main technique to gather information from the working children and other concerned individuals in the study areas. Various methods were put in practice to collect primary data/first-hand information. Secondary data also used to support primary data. The major Instruments that applied to explore the situation in the study area were interview, observation and focus group discussion methods.

3.8 Data Analysis Techniques

After data collection, the next and more serious task was been analyzing the collected data. Thematic analysis method focused on linking the data to the research proposal and clarified the findings. In this research, major themes identified with the use of in-depth interviews, FGD and direct observations assisted by different secondary sources come out as focal areas of the analysis. In this research the data were analyzed and processed qualitatively. Interviews, Focus group discussion and observation were made through voice recording and/or field notes. The voice recorded during interviews was transcribed word for word. Then, the transcribed data were translated from Amharic to English language. For those respondents uncomfortable with audio recorder, the interviews were conducted with taking notes. Those data reduced by organizing the most frequent phrases or quotes that occur in the interview transcriptions or field notes categorically. Finally, the categories were summarized into themes. Hence, thematic data analysis was employed in this research. Secondary data was also used all through data analysis to strength the primary data that have collected.

Thematic Analysis allows the researcher to identify, organize and shed light on patterns of meaning across a set of data. While many patterns of meaning, or themes, emerged, the analysis served to identify those themes that were relevant to answering the specific research questions.

3.9 Trustworthiness

Trustworthiness of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study. Since qualitative researchers do not use instruments with established metrics about validity and reliability, it is pertinent to address how qualitative researchers establish that the research study's findings are credible, transferable, confirmable, and dependable. Trustworthiness is all about establishing these four things.

Therefore, concerning this study credibility focuses on data collection procedures that were consistent. I tried to achieve the credibility of this study by means of sustained engagement in the research sites during data collection and analysis. Though I have prior experiences of observing the life of child labourers, I spent enough time to become more familiar to the situation. I involved with sites long enough to detect and take in to account distortions about the life experience of child labourers. I tried to explore personal feelings and experiences that might influence the study and integrate this understanding in to the study to promote credibility of the findings. Peer debriefing increased the credibility this work. In this study, the researcher gave the research work to colleagues for constructive criticism. Dense description provided to the participants' experiences and sufficient descriptive data that the reader can assess and evaluate the applicability or transferability of the data to another context.

Transferability concerning external validity is that this study can be transferred to another governmental school in the area, which will help them in using this model as an assessment to decrease the number of child labourers. For dependability, I had collected original data and organized participants to get information based on a questionnaire prepared for semi-structured interview guide, which has been checked by my advisor before interviewing study participants. Regarding confirmability given the limitation that this study is done using qualitative method this research will bring the same result with regard to achieving its objectivity concerning the same model. Therefore, we can ensure the conformability based on the different variables/components tested on this study.

3.10 Ethical Consideration

The ethical considerations that relate to the qualitative method design and also for the purpose of this study have been communicated by the researcher in detail about the purpose of the study. The confidentiality and dignity of every individual involved in the research is shielded. The participants had the assurance of their data that it would be confidential and anonymous as the identification codes and reports were made to collect data. The participants got all the information related to the aims of the study, which methods was used in the study, the results of the study, its good and bad consequences, etc. The researcher has used pseudonyms for all study participants to ensure after data collection no one would be able to recognize who the participants were.

At the beginning before involving the participants into the study process, they were informed about the overall objective of the research study. All information that gained from their experience kept as confidential and will only be used for the purpose of this study. Moreover, all participants on this study were given an informed consent to know if they are willing to share their experience.

CHAPTER FOUR

4 RESULTS AND INTERPRETATIONS

This chapter studies and discusses the major findings of the research based on the interview, observation and focus group discussion collected in the study area. It presents using descriptive method to show the effects of child labour on children's schooling in the study area. In total, 25 child laborers/workers, parents and teachers were interviewed. Qualitative data were summarized and discussed as follows.

4.1 Demographic Characteristics of Respondants

4.1.1 Gender and Age determinants

The age and sex distribution of child labourers (who were engaged in collecting waste materials "koshe lekema" seen that from a total of 15 child workers 11 are males and 4 are females. Collecting waste materials is the traditional domain of men, a brief look at the data implies that males have greater trend to be involved in the above work than females however works that few women engaged in collecting wastes from the city garbage. Also the age of the respondents range from 9 to 17, but the majority of the respondents are within the age group of 13-17 and Child workers within the age group of 9 to 14 accounted for fewer percent.

4.1.2 Family settings of child labourers

It was important to analyze the place of birth and the living engagements of the child laborers to know whether it had any impact on children to join working activities. In the course of directing the interview, they were asked to mention with whom they are living with and the places they were born.

The response shows that out of the total study population, those living with both parents counts 6, live with their mother are accounting for 5 of all the working children interviewed. Child workers that were staying with grandparents 1, those that were living with only their father comprised 2 while those children living with siblings accounted for 1. Similarly as indicated above out of the total number of child labourers 12 of them were born at Addis Ababa and 3 of them were born at Sodo, Gojam and Jimma. The conclusion one can draw from this finding is

that living arrangements living arrangement is a major determinant of children likable in child labor: slighter child laborers stay with their both parents and a child who lives with a father and mother is less vulnerable to involvement in child labor. Sometimes living condition does have a direct impact on whether a child should work or not and other intervening variables such as poverty, divorced status of the family, death of parents may facilitate the process.

The responses of the children in regards to parents live 6 of the child workers were orphans who have lost either a mother or father, or both parents. Majority of the orphans have more of their father deceased who constituted 3 of the survey population compared to those children who have only their mother deceased who accounted for 1. These findings suggest that more fathers carry the responsibility of taking care of child than mothers at the time of one of them death as a result of in Ethiopia only few mothers have access to education and well-paying jobs to enable them to fulfill the basic needs of their children. For this reasons, many children will be forced to engage in child labor. And 2 of the respondents in the interview were orphans who have lost both of their parents and forced to engage in child labour activities as a survival mechanism.

The research also examines the family status of child laborers to see whether this had any influence in pushing children to involve in working activities. Child workers and parents that participated in the interview were asked to report the circumstances of paternal educational status, maternal educational status, paternal occupation and maternal occupation.

In the interview, information on education level of parents was collected from interviewed children and parents. The purpose was to understand the impact of educational level of parents in influencing children to participate in working. Overall, about 4 of the fathers of child workers and 7 of the mothers of the child workers were found to be illiterate. Among the illiterate parents, mothers registered slightly higher illiteracy level than fathers. About 7 of the fathers and 3 of the mothers were able to read and write.

The findings of study also indicates that the majority of the child workers that participated in the survey come from illiterate families and families with poor educational background and the number of working children declines with the increase in the educational level of the parents Particularly as mother's educational level increase the number of working children shows decrease.

4.2 Reasons of child labour in the research area

At their early age, children are supposed to be in school and get necessary protections from their families, and also should be provided with whatever they need in life by their families. In the contrary, most of the times many of children in developing countries like in Ethiopia are expected to take the responsibility for their lives and their families as well. To this effect, they are enforced by their closer relatives and families to take the responsibility of serving their families at their early ages (Assefa, 2000). According Assefas' study, to meet their basic needs and their families as well, many of the children in Ethiopia are willingly or unwillingly exposed to child labour market under the pressure of their families and closer relatives. Overall socio-economic conditions of the children are sought to be a determinant factor to get involved in child labour market. In the context of the study area, there are different factors that contributed for the involvement of children in performing different tasks from "simple" to "harmful" one. Some of these activities are unfavorable to their holistic personality development. Furthermore, according to Assefa (2000), the reasons why child labour highly prevailed in Ethiopia include migration, inaccessibility to adequate educations, poverty, uncontrolled population growth and unemployment. In relation to the study area, the following are the major grounds of child labour.

4.2.1 Poverty

poverty is central for the engagement of children in productive activities as it was observed and learned from the entire interview as well as from the FGDs, like that of the human capital perspectives. The main cause of child labor is poverty. All of the informants came from poor families. As a result of their parents' challenging economic background, children are enforced to perform difficult tasks at their early age to support their parents. On the same way, in the view of human capital theory of child labour, poverty and the fading of national economy of the countries are pointed out as the main causes for the increasing engagements of children in labour activities (Pantea, Maria-Carmen., 2007).

During field work the researcher observed the houses of the working children, the living condition of the children is very difficult and one may say the children should work in order to relieve life in the household to a certain extent. In other words, work is necessary for these children in order to cover their family's basic necessities, predominantly food. According to

parent participants the economic inflation is one of the reasons for the poverty of parents of working children and poor households. They explained as the prices of food items are doubled and become beyond the purchasing power of many households. Directly or indirectly this problem forced children to engage in productive activities to get something useful in cash or in kind for themselves and for the survival of their families. One of the terrible consequences of this problem is the magnification of school dropouts in Abune Baslios primary school. To strength this point one of the parents described:

“Before I was the only income generator in my family, even if it is not enough to give everything what my children need it was enough for house rent and food expense. When everything doubles its price my income decreased because of corona, so my elder son started to help me by collecting the waste materials with me to grow up our income”. **Parent 3**

As we can understand from the interview, poverty needs children to shoulder major household responsibilities. As the informants also stated that some parents of child labourers encouraged their children to contribute something to the household by taking part in the labour market. This gradually drives children to engage in child labour activities without considering the negative impact of the work.

4.2.2 Parental Unemployment

Parental unemployment was the other cause of child labour in the research area; there were some parents who send their children to work to compensate their unemployment because of disease or aging problem. After they test the income generated by children some parents couldn't decide to let their children free from work. Rather they assume that the contribution of children is very important in their life even after parents secure job. Unemployment rate was very high in the research area. This was mainly due to lack of job opportunities for illiterate adults, limited resource and the complexity of procedures. As a result, they engage themselves in the activities like koshe lekema (collecting waste material); the economic activities invite children or young workers than adults, which leads to parental unemployment.

4.2.3 HIV/AIDS and Family Disintegration

The family is the leading social group that one comes into advocate with and from which the individual learns the basic standards of living in a family orientated society. Parents are primarily required to appropriately socialize their children. Families are the basic building blocks for an individual's life. According to "Social Responsibility" theory, the problem of child labor is conceptualized as a consequence of family breakdown. Now a day because of HIV/AIDS, many children become orphans and remain out of family protection and this in turn leads children to be engaged in various works. The main reasons for high incidences of child labor in Ethiopia are the spread of HIV/AIDS and other social problems (Bhalotra, Sonia., 2003). HIV/AIDS plays vital role in increasing the prevalence of child labor in the research area.

In the research area HIV played a great role on the prevalence of poverty and parent diseases, one of the child respondent explained as she lost both parents due to HIV and lives with her aged granny. Her granny is working a petty trade to cover their living expense. She explained as she is working at her granny's place to assist her and also as a means more income generating activity by working extra times.

"My parents died when I was a child. Now I am living with my grand mom. To assist her financially I am working in a market in her petty trade. As my grand mom told me I lost both of my parents due to HIV/AIDS. The only responsible person is to take care of me and helping me to attend my school is my grand mom, and I am working in my extra time to assist my granny because it is difficult for her to fulfill the need of our life specially her age didn't allow her to work continuously." **Child 11**

Moreover, there are children who bear the burden of the household following the death or illness of one or both of their parents because of HIV/AIDS pandemic and other diseases.

4.3 Discussion

4.3.1 The working conditions of the child

All respondents were engaged in working activity and attend school. During the data collection period most of the respondents work after school and weekends. One student works only at weekends and one child work only at summer.

The majority of child workers engaged in working activities seven days a week. Only one student explained as two days per week. Regarding the amount of time spent on work per day, on average, children works four hours during school days and 9 hours at weekends.

The general picture one can get from this finding is that the majority of child workers are working several days of the week for long hours with little or no time for study, schooling and leisure. This clearly indicates that the majority of the respondents that participated in the survey don't have sufficient time to study, complete homework's given by their teachers at school and to have rest.

“I am still attending my education and I have to work after school and weekends for the matter of survival. If I do not work that it will be difficult for me. Most of the time I am tired after work, because of that I did not study. Some teachers couldn't even understand my problem. So education for me is difficult”. **Child 7**

In order to capture the negative effects of child labour on school attendance and academic performance, parents of children and teachers themselves participated in the focus group discussions were asked to comment on the negative impact of engaging in working activities on the education of the child workers . Information obtained from the focus group discussion held with child labourers indicated that they find it hard to attend school, and when they attend they find it difficult to concentrate in class because they are extremely exhausted from heavy and long hours of working.

Focus group discussion detained with the parents and teachers of child labourers discovered that the major reason why many parents and guardians were sending their children to work was poverty. The parents and guardians commented that even if education in government school, exercise books, uniforms and food is free the registration cost is high and they cannot even afforded to feed their children let alone send them to school. The economic inflation impacts the overall living condition of the community. On the other hand parents and guardian whose children were attending school expressed their concern over their children's future and felt that it was too hard for their children to study and work at the same time.

On this issue (Assefa, 2000) argued that excessive and long hours of work adversely affect both school attendance and literacy skills of the child. The tradeoff between work and schooling is that when children prefer schooling over work the cost of schooling is that they will give up the money they could have earned if they were working or what they could have produced around the household. However, schooling is an investment that requires costs in the present and yields benefits in the future. Since child workers have limited amount of time available and more time in one activity means less time in another, long hours of work will adversely affect the school attendance and academic performance of the working child in the sense that it reduces the time allocated for schooling purposes.

“It is difficult to attend school appropriately, because most of the time I am exhausted and lost concentration at class.” **Child 3**

In the informal sector where labor regulations are difficult to apply many children remain unprotected from working long hours and consequently endangering their physical and mental development (ILO, Child Labour, 2004). Information on the number of hours spent on work in a day and the number of working days spent in a week has great importance to determine whether child had ample time for schooling and leisure. In an attempt to gain insight into the situation, child workers were asked to indicate the actual and usual number of hours they spend working in a day and the number of working days spent in a week.

4.3.2 Factors that Determines the Child School Attendance, work or Combine with Work

To reduce the economic suffering they were facing most of the working the child workers who participated in the interview introduced themselves to the current work they engaged.

According to the findings the reasons of entering the working activities show that poverty is the main cause that forces children to engage in working activities. From the reasons chosen for the cause of child labor among children the most important factor responsible for pushing children In to work was impoverished family the reasons given by the child workers. The child labourers in the study population mostly come from economically disadvantaged families, and unfortunately, they are forced by poverty to engage in child labor for survival. A significant number of children mentioned the need to be self-reliant as reason forced them to work at koshe.

Many studies indicate that children get caught up in child labor to contribute to family income. A small number of the child workers pointed out that the reason why they are working was to support their family income.

“My father salary is not enough for our family expense; it only covers our house rent. Besides my sister is physically disabled so me and my brother must have to work to support my family”. **Child 6**

Poverty was noted as a significant determinant of children being forced to take up employment in their current work in the study population that participated in the survey and this is shown by the high percentage of children being forced to work because of destitute family and to support family income. These indicates that strong efforts to improve the household income and living standards can discourage parents from engaging their children in working activities to supplement their joining incomes.

Another important reason given by most of the child workers was the death of one or both of their parents. Other factors that forced children to enter to employment include, 3 children explained breakup of family, and few students induced by friends and forced to work by guardians.

The other main factor that frequently mentioned by the children when the researcher discussed with them was they don't like to go to school and the repetition of grade and the lowest grade they scored discouraged them to continuing in their schooling.

4.3.3 Schooling participation of the child

Time spent on work takes away from study, play and sleep may undermine the effectiveness of the working children in pursuing their education. With respect to educational attainment level, all of the respondents in the survey are attending school with their problems.

The findings from the focus group discussion teachers told that there are students who drop out from school due to work. They indicate that majority of children who end up working instead of going to school were forced by the circumstances rather than a deliberate choice of their own. Children in the survey attend school, but not regularly. Thus, in order to reduce the negative

impact of child labour on the education of the children that participated in the survey, it requires solving the problems that families and children face which are primarily economic in nature.

“The economic problem in the area is high; it is a poverty stricken area. So that governments have to design projects which can establish the family status eternally, like provide working place and give them startup capital to work by themselves.” **Teacher 3**

4.3.4 The child labourer’s attitude towards schooling

Furthermore greater percent of the children responded that they want stop doing their current job and follow their education properly. Additionally some of them responded that counting the current work is the best option with attending school, which gives guaranties better future income.

“It is very difficult to work and go to school at the same time, I don’t hate work but it highly affects my school performance. I quit my work if my mother gets additional support to strengthen her petty trade” **Child 10**

As we can easily understand from the discussion child laboring have negative relationship with education, children who are contributing economically to their family income less their interest and capacity in academic achievement. It results lack of motivation that affects both their learning and their future prospect.

CHAPTER FIVE

5 SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Summary

The research has observed the issue of child labour in the sectors of collecting waste materials from the city garbage, Addis Ababa. In my research area, there were a number of underage children who were engaged in different productive activities. The research area was relatively one of a poverty stricken part of Addis Ababa and experiences high incidence of child labour. In the context of this research, the participation of children was gender stratified. But children of either sex are taking part in the child labour market of the research area for various reasons. Most of the working children in the sectors of collecting waste materials literally called “koshe lekema” were male children. It was male dominated economic sector. However, as it was discussed, there were girls who were working dominantly in the business of selling used materials for recycling purpose. The domination of boys may be due to the traditional outlook of parents towards sending their female children outside their home for work.

“...we need to protect our children from different abusive behaviors especially girls are highly exposed to sexual abuse and physical harassment around koshe”.

Parent 5

Working children in the collecting waste materials from the city garbage, taxi conducting, daily laborers, loading unloading and shoe polishing sectors were child labourers with underprivileged setting due to family poverty, and being orphans. The families of the working children were taking part in “marginal” economic activities largely due to lack of fitting skills and education. Mostly they develop very little anxiety for their children’s education and rather they send them to the labour market to supplement the tight household income. The children will follow the footsteps their parents in the labour market and became an illiterate member of the society and then most likely they will also send their children to the labour market too. Certainly, parents desire bright opportunity for their children and want to raise them in a well-mannered way. However, due to some reasons like horrible poverty they were forced to contradict their children’s right to education and cut expenses of basic needs. Collecting waste materials as repeatedly mentioned in this research was the main reason behind the involvement of children in labour in the research area.

Family and parents play significant role in giving a special care, for the children's healthy development. However, due to HIV/AIDS and family disintegration, these children were forced to lose one or both of their parents. They would go to labour exploitation if they do not have relatives to take care of them.

Children are the future human resource of a nation but unwise use of this resource would endanger not only the sustainability of the child but also the nation at large. Individuals try to enlarge their surplus at the outlay of children. They let children to work in unsafe environment with little or no pay. The living conditions of working children differ from one form of employment to the other. Some self-employed children were living with their parents or in group in their own rented house. Moreover, if they are salaried, it takes place in cash or in kind and is very little compared to the energy they invest and the difficulty of the work. Generally, they are underprivileged.

Work is a source of income, social interaction and happiness in its real sense. Human beings should also work to realize their goals and sustain their life. Working conditions children experience are harmful to their intellectual, physical and social development.

Child labour and education are inversely related. If there is high rate of primary school participation, there will be low incidence of child labor. High participation of children in the labour market would affect primary school enrolment of children. In the context of the study area child labour had also its own negative impact on the school performance of those working children who combine work and education. Because of the arduous nature of their work and the unpleasant working conditions children develop hatred to their work and their living and working conditions. In the study areas, children are assigned to perform very difficult tasks which are mismatched to their age and physical strength. This study attempted to identify such obstructions on the basis of the point of view of working children. Some of these are the prevalence of hopeless poverty which is attached with rising cost of living, parental unemployment and threatening mechanisms employed by employers, "parents" or "relatives" lack of other opportunities; failure to afford transportation cost; language barriers; inadaptability and the phobia created by employers. All these in part tied working children to the labour exploitation.

5.2 Conclusion

The study finding shows that the main reason that forces children to engage in working activities is poverty in their families. Poverty and the need of poor families for income are the most important factors that push children to engage in working activities. Children engaged in different economic activities like collecting waste materials from the main city garbage literally called “Koshe Lekema” are the main children working activities in the research area. The conclusion one can draw from this finding is that living arrangements sometimes does have a direct impact on whether a child should work or not and other intervening variables such as poverty, death of parents may facilitate the process. The other main factor that frequently mentioned by the children when the researcher discussed with them was: loss of interest in schooling and the repetition of grade and the lowest grade they scored discouraged them to continuing in their schooling.

It is found that education strengthen itself, the number of working children declines with the increase in the educational level of the parents. Specially as mother’s level increase the number of working children shows decrease, meaning that parental education level of the increases household awareness about the importance of education and the detrimental impacts of excessive children’s education. The general picture one can get from this finding is that the majority of child workers are working several days of the week for long hours with little or no time for study, schooling and leisure. As a result their educational achievement obviously restrain by this situation. Even though the government subsidized schooling widespread economic hardship has led to low attendance and a lack of resources. Lack of schooling results missing educational qualifications and higher skills thus perpetuating their life in poverty. The continuous involvement of children in working with little or no prospect of education perpetuates the vicious circle of poverty. Children in the study manage to combine work and education, school enrollment and performance suffers a lot.

5.3 Recommendations

Based on the results of this study, in order to reduce the undesirable effect of child labour on the education of the children it requires solving the problems that families and children face which

are primarily economic in nature. As a result it will assist a lot if parents given financial encouragement and advice on how to start income generating activities. Schemes like credit facilities should also have to be arranged for them. The economic encouragement and awareness will enable parents to give up the income contribution of their children and to meet their basic needs.

It has been found that education level of the parents have interesting implications for the child time allocation decision. Adult training through formal and informal means can be a potential area to focus on to mitigate child labour and build human capital via investment in education of children. The education of children is the basis for sustained national economic development.

5.3.1 Recommendation for Social Work Practitioners

Social workers working with children who experienced adversity from child labour should work with the schools and parents to focus on the children school attendance, performance and achievement for a better future of children. Social workers need to promote the negative effect of child labour on children education. Social workers should create awareness about the effect of child labour on children education to parents of child labourers.

In general, school social workers should work in collaboration with teachers to help child labourers to improve their education by following up their academic performance, self-esteem and way they interact with their friends/classmates. They also need to have a direct conversation with the parents of children in order to understand more about the living conditions of child labourers and come up with a solution by working as a team, so that the children can be supported both at school and at home.

5.3.2 Policy and Research

Based on this study finding, it is important for policy makers to pay attention and be more concerned on children with a clear way that escorts the implementation and evaluation of different interventions that address the psycho-educational, and awareness creation on child labouring should be among the top priorities of government policy. Because educated citizen contribute a lot in the development of a community and a country in large.

Concerning future research, this study has been only exploring the human capital and social responsibility perspectives. Therefore, it is important for future study it should more focus on more perspectives by using a mixed research approach.

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Appendix A

Interview questionnaire to be responded by Child Laborers at Abune Baslios Primary School

This semi-structured interview is prepared by a post graduate student in St' Mary's University to deal with my master thesis for partial fulfillment of Master's Degree in social work studies. The main purpose of this interview is to assess the effects of child labor on the children's education: the case of Abune Baslios primary school, Addis Ababa, Ethiopia.

Dear respondents, your valuable information has great role on the accomplishment of the research. Therefore, I kindly request you to give a response honestly and I want to assure you that the information you provide would be used purely for academic purpose.

General Directions

1. I ask the question clearly and patiently until the respondents understand.

Researcher's Name _____

Signature and Date _____

- Age of the child
- Gender
- Grade

Section I: Demographic characteristics of the child and family

1. Place of birth
2. Tell me about your family situation
3. Size of the family
4. Are both your parents alive?
5. Marital status of parents
6. Education attainment level of parents
7. Occupational status of the family
8. Do you think the total amount of family income sufficient amount of money to support your family?

Section II: The working conditions of the child. The child main activity

9. Work only or combines work and school

10. In what type of work are you participating?
11. How many days do you work in a week?
12. Do you take rest?
13. Did your work have any impact?
14. Do you face any problems or difficulties with your present job?

Section III: Factors that determine the child school attendance or combine with work

15. For how many years have you done this work?
16. How do you start this working activity?
17. What was the main reason that made you start to work?

Section IV: Schooling participation of the child

18. Are you currently attending school?
19. If you are attending school and also working, does your work affect your studies?
20. Do you attend school regularly?
21. If you are not attending school regularly, what is your main reason?
22. Did your work make you absent from school?
23. Who is paying for your education?

Appendix B

Interview questionnaire to be responded by Parents of Child Laborers in Abune Baslios Primary School

This semi-structured interview is prepared by a post graduate student in St' Mary's University to deal with my master thesis for partial fulfillment of Master's Degree in social work studies. The main purpose of this interview is to assess the effects of child labour on the children's education: the case of Abune Baslios primary school, Addis Ababa, Ethiopia.

Dear respondents, your valuable information has great role on the accomplishment of the research. Therefore, I kindly request you to give a response honestly and I want to assure you that the information you provide would be used purely for academic purpose.

General Directions

1. I ask the question clearly and patiently until the respondents understand.

Researcher's Name _____

Signature and Date _____

1. Gender
2. Tell me about your family background and your living condition?
3. Relationship with a child laborer?
4. Can you tell me about your working condition?
5. What do you know about child labor?
6. What is the impact of your child working activity on your child education achievement?
7. Can you tell me the social, economic, health and educational impacts of child labor on the working children?
8. Do you think that child labor has a positive impact on laborers feature life? If yes what?
9. What should be done to solve the problems faced by child laborers?
10. If you have anything to add, you can?

Appendix C

Questionnaire to be responded by Teachers of Child Laborers in Abune Baslios Primary School

This semi-structured interview is prepared by a post graduate student in St' Mary's University to deal with my master thesis for partial fulfillment of Master's Degree in social work studies. The main purpose of this interview is to assess the effects of child labor on the children's education: the case of Abune Baslios primary school, Addis Ababa, Ethiopia.

Dear respondents, your valuable information has great role on the accomplishment of the research. Therefore, I kindly request you to give a response honestly and I want to assure you that the information you provide would be used purely for academic purpose.

General Directions

1. I ask the question clearly and patiently until the respondents understand.
2. During the process put the answers of each respondent on the space provided and make a tick mark in the boxes given and also chose the number for your appropriate the answers for questions provided in the forms of table.

Researcher's Name _____

Signature and Date _____

1. Name
2. Gender
3. What do you know about child labour?
4. What is the impact of your students working activity on student's education achievement?
5. Can you tell me the social, economic, health and educational impacts of child labor on the working children?
6. Do you think that child labour has a positive impact on laborers feature life? If yes what?
7. What should be done to solve the problems faced by child laborers?
8. If you have anything to add, you can?

Appendix D

FGD Guide for Parents and Teachers

- A. What do you know about child labor?
- B. What are the working conditions of child laborers in the area?
- C. What do you think that were the main reasons that made a child starting to work?
- D. Discussion on the working environment, work flow.
- E. Does work have effect on children's education?
- F. What are the common effects of child labor on children's education?
- G. Do you think that child labor has a positive impact on the children's future life? If yes what?
- H. What do you expect from the government, the society or others?
- I. Possible suggestion to solve the problem and of the working children in the area.
- J. What should be done to solve the problems faced by child laborers?