

**AN INVESTIGATION INTO THE CAUSES AND EFFECTS OF CHILD
LABOUR IN SOME COMMUNITIES OF KWAHU NORTH DISTRICT**

BY

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A Thesis submitted to the School of Graduate Studies

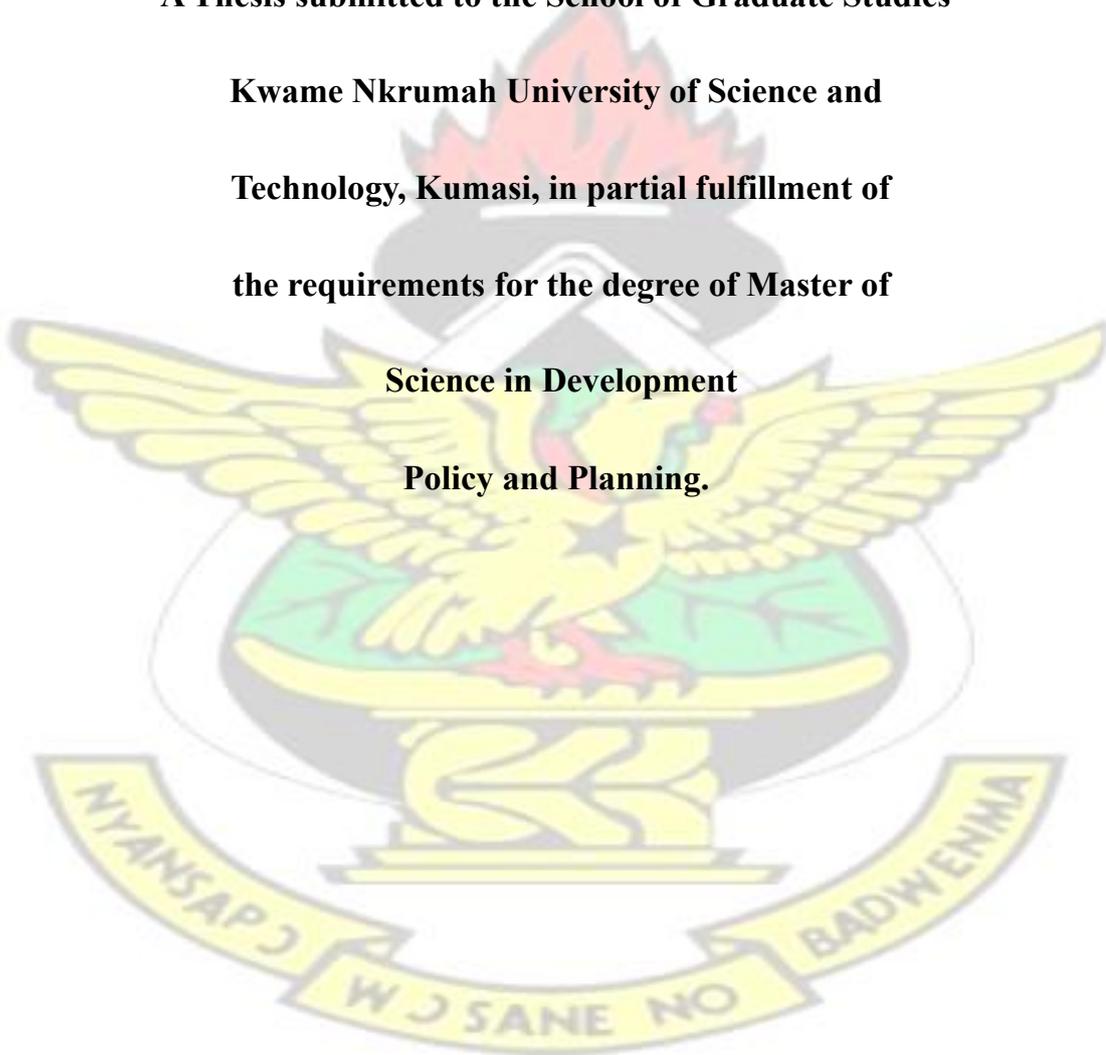
Kwame Nkrumah University of Science and

Technology, Kumasi, in partial fulfillment of

the requirements for the degree of Master of

Science in Development

Policy and Planning.



7th APRIL, 2015.

DECLARATION

I hereby declare that this submission is my own work towards the award of MSc. Development Policy and Planning and that to the best of my knowledge it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University except where due acknowledgement has been made in the text

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ABSTRACT

In the Ghanaian cultural context, it is very normal for a child to do household chores and accompany parents to the farm or market. It is when “any child under the age specified by the ILO C138 worldwide works full time, mentally or physically to earn for own survival or adding to family income, that interrupts child's social development and education that it is called child labour”. (Nair, 2007). Such engagements of children deprive them of academic and social developments.

Case study research design or approach was selected for this research, because, Yin (1994) explained that “case study is “an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomena and context are not clearly evident”. The geographical scope of the research was the Kwahu North District; some communities were randomly sampled for this research. The case study approach was chosen for this research because child labour is an ongoing phenomenon, it takes place in the communities so data can be gathered easily. It is important to capture the various details on child labour to help in decision making. The case study approach reveals all the hidden elements that other research approaches cannot capture.

This research specifically sought to achieve the following objectives:

1. Identify the causes of child labour in Ghana;
2. Identify the institutions that are responsible for addressing the problem of child labour and their challenges;
3. Examine the policies that address child labour and identify the causes of the violation of such policies;

Findings of this research revealed that Child labour is a violation of the basic human rights of the children involved in it and will affect the development of any nation.

The major causes of child labour that this research discovered were that working children had deceased parents and as a result had to work to fend for themselves. Other reasons like poverty in the family and the level of literacy of the parents. It was realized

from this research that a number of parents do not send their children to school; they prefer to let their children work to make money.

Some of the effects of child labour this research revealed were the continuity of the cycle of poverty in the life of the child as well as poverty in the community. Other facts the research revealed were retardation of community development and the increase of social vices in society.

Some recommendations were also proposed for the reduction of child labour if not to completely eradicate it. Some of them include empowering the Ministry of Labour relations and Employment, Ministry of Gender, Children and Social Protection and all agencies fighting for the elimination of child labour, the abuse of the rights of the child to educate parents and guardians on the consequences of engaging children in child labour.

Another area of attention is the establishment of child centers in all ten regional capitals by the government in collaboration with child labour international aid agencies. These centers are supposed to cater for children who do not have parents/guardians and are not in school but working. It is however recommended here that, the type and approach of education to be adopted should be borrowed from the approach of 'School for Life'. Children in the School for Life are taught in their local languages, when their performances improve they are then added to the normal educational stream. In this sense the children will feel involved in the academic work and will enjoy it better as compared to the orthodox approach.

From the analysis it is recommended that, all child labour units in collaboration with Parliament should enact new laws that will look at the various causes of child labour. It must be broad enough to cover the dynamism and growth of the menace of child labour and any aspect of child welfare that was not catered for by the 1992 constitution. Through this, the type of job, minimum age for working and educational attainment of the child should be factored into the design of the law.

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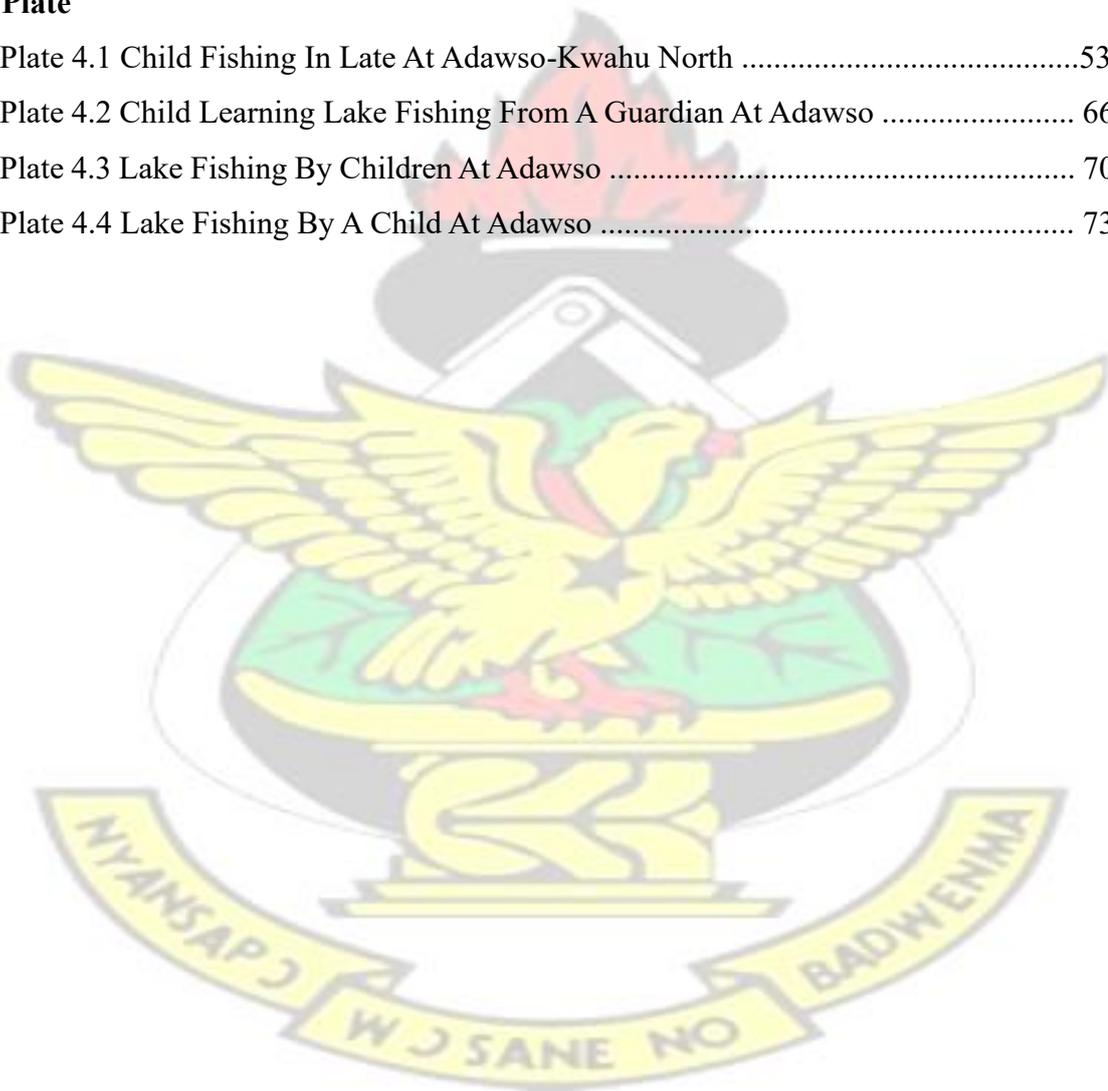
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LIST OF ABBREVIATIONS AND ACRONYMS

ILO	International Labour Organisation
UNICEF	United Nations Children's Fund
IPEC	International Programme on the Elimination of Child Labour
US	United States
IFCTU	International Federation of Christian Trade Unions
EC	European Commission
ICESER	International Convention on Environment, Social and Cultural Right
SGP	System of General Preference
WTO	World Trade Organisation
EU	European Union
NGO	Non-Governmental Organisation
GSS	Ghana Statistical Service
GLSS	Ghana Living Standards Survey
SSA	Sub Sahara Africa
WFCL	Worst Forms of Child Labour
GCLS	Ghana Child Labour Survey
HIV	Human Immunodeficiency Syndrome
AIDS	Acquired Immune Deficiency Syndrome
ART	Anti-Retroviral Therapy
MDG	Millennium Development Goals
CRC	Child Rights Convention
MMYE	Ministry of Manpower Youth and Employment
MOESS	Ministry of Education, Science and Sports
VLTC	Volta Lake Transport Company

GET FUND	Ghana Educational Trust Fund
SIF	Social Investment Fund
DACF	District Assembly Common Fund
HIPC	Highly Poor Indebted Country
VIP	Village Infrastructure Project
GPRS	Growth and Poverty Reduction Strategy
AFROL	African News Agency
ILC	International Labour Convention



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In Ghana and almost all parts of Africa and the under developed countries, it is acceptable for minors to do light work by helping with domestic tasks. It is usual for a child to accompany his/her parents to the farm to help with some weeding and harvesting, (ILO Convention 189) to help the father in the carpentry shop if that is the trade of the father and to accompany the mother to the market to sell. According to ILO Convention 138, Child work becomes unacceptable when the child is compelled to work under circumstances that are injurious to the life and future of the child. It is child labour when the child has to work to make money for him/her and for the upkeep of the family at the expense of academic and social development.

Bureau of statistics (ILO, 1998) reports that children are mostly maltreated yet most of those ill treatments that children go through go unnoticed. Such heinous acts are committed against children in the family setting and it is hardly known by the law enforcement agencies. Undesirable types of mistreatment of minors at work exist, but they are mostly unknown and difficult because of their sometimes unlawful or even illegal nature. Atrocities like slavery in its various forms including the debt bondage where children are sent to creditors of their families to serve in order to pay for debts incurred and wrongs that were committed by their fathers and forefathers are all forms of mistreatments children are forced to go through against their wish. The investigations into children involved in armed conflict, drug trade and sexual exploitation which are classified as most horrible types of child work look at very complex aspects including unlawful or corrupt practices.

Pawar (2011) said “Child labour does not have any single or universally accepted definition’. Different views and ideas are employed in the definition of child labour because of its complex and at times unclear manifestations. Different cultures have different views about child labour so they see its manifestations in different lights. In Africa, Asia and most of the underdeveloped countries where poverty is prevalent, parents compel children to engage in income generating activities to raise money for their households. They find themselves doing all sorts of jobs including the worst

forms of jobs like prostitution in order to find money for the family. Children of school going age sacrifice their academic work to fish in the lakes and work on the farms. Some of the children are actually sent to the fishermen to engage them in fishing activities whilst the girls are made to learn fish smoking.

It is at times very heart breaking and pathetic to see boys jumping into the lake to disentangle nets that have been trapped by tree stumps in the lake. As unprofessional and innocent as they are they sometimes forced to jump into the lake and that happens to be the last time they are seen alive. Some are beaten by their employers with canoe paddle when they refuse to disentangle the nets.

Some authors are of the view that child labour is a complex situation and tackling it must bring all on board to get the problem arrested. Child labour is seen as a community activity that has many sides. Some opinion leaders are of the view that the practice if well monitored can help the children to acquire skills before they reach the age where they can enter the job market, others think all children must be engaged in compulsory education until they reach the minimum age of getting into employment, rather than compelling them to work at the expense of academic development. This will harm the future of the child.

All the various key institutions and individuals that address issues of children and fight for the right of children have different definitions for child labour. This is largely due to the variations of ideas and opinions they hold on child labour. For instance, the World Bank describes child labour as a 'serious threat'. This is viewed from the damage it causes to the future of the children and the damage it does to long term national investment (Pawar, 2011).

The ILO has not been silent on the harm child labour does to the future of children. UNICEF has also shown much concern in the harmful way that children are subjected to all forms of economic activities by their parents and guardians and complains that the problem goes way beyond the harm it does to long term national investment and adds that children do several harmful domestic work that are in variance with the general good of the child (Huebler, 2006).

Nair (2007) defines child labour as any child who engages himself in an income generating activity below the age stated by the ILO C138 who works physically or mentally at the expense of academic and social development can be called child labour.

According to ILO Convention 138, the minimum age for entering the job market as a child is 15. The conference further decided that some countries can set a lower minimum age at which a child can work and emphasised that the age should not be lower than the age at which the child can complete basic education. Convention 138 however allows developing countries to set the minimum age at 14 and gives room for countries to set a much younger age at 12 or 13 years for children to do "light work" (ILO, 1973).

Child labour describes only monetary activities or any activity that gives some economic benefit to the child, such activities might provide some economic advantage that the child can benefit from. All economic activities require some form of energy and sacrifice on the part of the one engaged in it. It is however unacceptable because it deprives the child of some fundamental rights that must be upheld by those engaging the child in that economic activity. When underage children are made to the work at a tender age in an attempt to make them economic tools, such income generating activities go a long way to adversely affect the future of the child . “Child labour does not however include activities of children to support parents at home and to help with some household chores because these family supports are not remunerable. They are also not production of marketable goods and services oriented and do not adversely affect the social development and family support the child receives. (ILO, 1998).

The ILO in the Philippines stated further in 1998 that, child labour is when the activities the child is engaged in involves some level of economic benefit for the child or the agents of the child and the activity must be seen as harmful to the mental, physical and social benefit of the child. It is in this light that the International Labour Organization - International Programme for the Elimination of Child Labour (ILO/PEC, 1998) defines child labour as “conditions under which a child is compelled to work in order to raise money to support other siblings and for the family and themselves, and as a result are being deprived of academic development and general well-being, where that child works in and under conditions that adversely affect the social, physical and the mental

improvement of the child; where children are taken out of home, often lose academic and training opportunities; where children are compelled into premature adult lives."

Any child occupied in part time work to acquire useful skills associated with social or inherited tradition or crafts is not child labour. It is "child labour" only when the child for instance goes to fish to earn money to support family at the expense of school and social development. But, if a child works for 3-4 hours a day to acquire a skill or make some money from training for self or parents after school that would not be considered as child labour

The increase in the general level of poverty in most developing countries is compelling parents to push their children into child labour. Parents do not either have a regular source of income or are not working at all so no income comes in for the upkeep of the family. As the level of poverty increases and widens child labour will not cease. So long as families are struggling to make ends meet child labour will never end, as long as the cost of living is high and parents and guardians cannot afford to pay school fees children will drop out of school to look for jobs. The ILO estimated in 2004 that, 246 million children from the ages of 5 to 17 work under circumstances that are unlawful, risky, or very abusive. Young children do all sorts of jobs around the world, simply because they and their families are very poor. Huge numbers of children work in commercial, agricultural, fishing, manufacturing, mining, and domestic service. Some children are even engaged in prohibited activities like drug trafficking and prostitution or other disturbing activities such as serving as child soldiers.

According to ILO's Bureau of Statistics (1998), there are 250 million child labourers in the age group 5-14 in developing countries. Of them, 120 million are working full time and are involved in dangerous and exploitative jobs. Some 180 million children aged 5-17 (or 73 per cent of all child labourers) are now alleged to be occupied in the worst forms of child labour, comprising hazardous work and the unconditional worst forms of child labour. This amounts to one child in every eight in the world.

Out of 171 million children involved in high risk jobs, almost two-thirds are under 15 and need to be immediately withdrawn from this work and must be rehabilitated from the outcome of the work they are doing. While 67 million children from 5 to 14 age groups are engaged in harmful jobs they are not supposed to do by virtue of their age,

a lot more children (111 million) are involved in work that in reality endangers their lives. Among older children aged 15-17 years, the statistics specify that 59 million are involved in harmful work. This signifies an alarming 42% of all working children in this age group. (International Labour Organisation's Bureau of Statistics, 1998)

At the 18th International Conference of Labour Statisticians in Geneva in 2008, it was established that the many manifestations of child labour can be captured into seven main types, none of which is exclusive to any one country of the world. These are;

- compulsory servitude for debt repayment;
- child prostitution;
- manufacturing and agricultural work;
- selling on street;
- family work;
- girls' work.
- Domestic service

The most helpless and oppressed children of all and the most difficult group of bonded servants and child labourers to defend are those who are engaged as household servants. They work under terrible conditions of service; their employers abuse them and show no regard to the legal right of the children. They are disadvantaged when it comes to academic and other self-development opportunities, they are deprived of all forms of recreation and social interactions, not to mention emotional support from acquaintances and relatives. What is more, they are defenseless to physical, emotional and sexual violence, and the effects of such disregard for the right of the child have far reaching consequences (International Conference of Labour Statisticians, Geneva 2008).

It is very surprising that despite all efforts to curb this menace of child labour, it is still persisting.

From the above, it can be said that child labour has the following characteristics:

1. Infringes on a country's minimum age laws,
2. Destroys children's physical, mental, or emotional security,
3. Includes exploitation; such as slavery, trafficking, debt bondage, compulsory labour, or unlawful activities,
4. Stops children from social and academic development,

5. Employs children to undermine labour standards.

1.2 Problem Statement

Child labour remains a major problem for many governments the world over. In Ghana, there have been frequent reports of children working under hazardous conditions in cocoa farms, deep waters, gold mines and other similar activities usually under duress. It is also common to see children willingly engaged in economic activities for their own benefit and also to support their families.

In developing countries, children help their parents in various trades and vocations to help their families earn enough income for their upkeep. Even though the latter case is largely acceptable in some communities, it becomes a challenge when these activities take precedence over children's education and health (ILO Convention 189). This study sought to establish the kinds of economic activities that children undertake in the Kwahu North district, the conditions that compel them into those economic activities and the extent to which these activities affect them.

Child labour continues to remain a global problem; it continues to be a complex problem for most countries to resolve. ILO pointed out in a recent survey that over 350 million children are engaged in various forms of economic activities in the world (ILO 2004). This survey therefore gives the indication that over 20 percent of children aged 5-17 years are exploited in child labour of different forms. Out of this 350 million child labourers, 126 million are occupied in harmful work. Asia currently has the largest number of child workers, 122 million in total. Followed by Africa (49.3 million) and Latin America and the Caribbean (5.7 million). Despite efforts to curb the menace of child labour, there are still huge numbers of children who toil under terrible circumstances and are mercilessly oppressed to do hazardous jobs with little or no pay, and as a result of these situations they oftentimes suffer severe physical and emotional trauma.

The US Department of State Human Rights Reports (2000) stated that, in August 2000 the Ministry of Employment and Social Welfare estimated that in Ghana, 800,000 children are working country wide. The report stated also that 18,000 children are working in Accra. In the same year ILO projected that there will be 310,000 economically active children, 172,000 girls and 138,000 boys between the ages of 10-

14, representing 12 percent of this age group and 20 percent of child workers are under 10 years in Ghana.

The US Department of State estimated in 1998 that, in Ghana 7.8 percent of 7-14 year-olds and 31.5 percent of 15-19 year-olds are engaged in economic activities. The same report stated that in 1995, there were 295,000 child labourers, 166,000 girls and 129,000 boys between the ages of 10-14, representing 13.2 percent of this age group in Ghana. The report stated further that an ILO research done in three rural districts between 1992 and 1993 concluded that 11 percent of school children are employed for income and another 15 percent with no compensation.

The International Confederation of Free Trade Unions (ICFTU 2004), stated that, child labour continues to spread in Ghana. Ghana is also condemned for not doing much to check the menace of child prostitution and trafficking if not to completely eradicate it.

Ghana endorses ILO Convention No. 182, the Worst Forms of Child Labour Convention in 2000, but has not ratified ILO Convention No.138. Children's Act, 1998. (Act 560) of Ghana, however sets the minimum age for employment at 15, "but this is often disregarded,". The Fourth Republican constitution of Ghana (Section 38 Sub-Section 2) provides opportunity for every school-age child in Ghana to receive quality basic education. "Education is free and compulsory until the age of 14, but children, especially girls, frequently drop out of school due to economic pressures." Child labour reportedly is widespread in practice, with the ILO (2002) estimating that 12 per cent of children aged 10-14 are child labourers. In urban areas, this involves working in markets, collecting fares on buses, head porters, truck pulling in the markets as well as working as domestic servants. Such conditions deprive the children of their right to social development.

UNICEF (2008) estimated that 80 per cent of girls in domestic service are between the ages of 10 and 14. In the rural sector, child labour frequently takes place within the family. ILO found out in 1996 that 75 percent of child labour in Ghana took place in such family situations. Child prostitution also exists, although prohibited by the children's act, Act 560.

The US Department of State, Country Reports on Human Rights Practices (1999) states that over 100 boys were reported to have been contracted out to Lake Volta fishermen. The same US Department of State in February 2001 reported that there have been daily news on children being sold into slavery for either prostitution or labour, such as 10-12 year-old boys toiling in the service of fishermen in exchange for a yearly remittance to their families. The US Department of State reported in June 1999 and explained that this practice is widespread in 156 fishing villages along the Afram River and among the inhabitants along the Volta Lake in the Afram plains.

The International Federation of Christian Trade Unions (2004) complained that "...youthful Ghanaian girls are lured into the sex trade with the promise of work as domestic servants. Ghanaian children are among those trafficked between the West African countries of Benin, Togo, Nigeria, Gabon, Equatorial Guinea and the Congo as domestic labour." These children are mostly being "forced to work as domestic servants and as prostitutes,". The above statistics give the indication that child labour is still a problem in Ghana.

In practice, child work is common in Ghana, and instead of putting children in school to learn to become prominent in future they are rather being subjected to compulsory income generating activities to work to make money for their own upkeep and that of their families. This unfortunate situation affects the welfare and development of the child.

1.3 Research Questions

The following research questions were addressed by the study:

1. What are the causes of child labour in Ghana?
2. What are the effects of child labour on the development of the Ghanaian child?
3. Which institutions are in charge of curbing the menace of child labour in Ghana?
4. What effect does child labour have on the socio-economic development of the country?
5. What are the policies regarding children's rights in Ghana?

1.4 Objectives of the Study

This research broadly seeks to investigate the causes of child labour and its effects in Ghana. However, this research specifically seeks to achieve the following objectives:

1. Identify the causes of child labour in Ghana;
2. Identify the institutions that are responsible for addressing the problem of child labour and their challenges
3. Examine the policies that address child labour and identify the causes of the violation of such policies;
4. Determine the causes and effects of child labour on the development of the Ghanaian child.

1.5 Justification of the Study

The study on the causes and effects of child labour in Ghana is relevant and it is justified in the sense that over the years children in some communities in Ghana have been deprived of social and academic development because of poverty. The infringements on the rights of children and situations that prevent them from developing themselves and the lack of protection they are supposed to enjoy are a menace to the future of the children as well as the nation. The problem of child labour has harmful effects on the value of the children's academic work. This is because they are either not in school or are spending long hours working instead of dedicating those hours to development their academic life. The problem of poor living conditions in the families, HIV/AIDS and deceased parents, divorce and single parenthood, ethnic conflict, and many more have largely brought about the situation of child labour in some parts of the country, which has necessitated the need to fight it.

In kwahu North District where the research took place, it was clear that child labour indeed is a hazard to the growth and development of the children involved in exploitative labour and this research will obviously add to knowledge and will generate more academic discourse in that direction to help curb the menace of child labour in Ghana.

1.6 The Scope of the Study

1.6.1 Geographic scope

The study focused on child labour in Ghana, the researcher selected Kwahu North District in the Eastern Region, one of the places where child labour is very prevalent in Ghana.

1.6.2 Time Scope

The research covered the causes of child labour and its effects in Ghana from 2007 to 2013.

1.6.3 Contextual Scope

Child development has a national focus especially where the Growth and Poverty Reduction Strategy (GPRS II, 2006) document spelt out Human Resource Development as one of its thematic areas that was pursued by the development agenda of the nation. The Free Compulsory Universal Basic Education, the school feeding programme and capitation grant have national dimensions to the extent that some have even attracted donor support.

These critical programmes of the nation have children in focus and all efforts must be made to curb any incident like child labour that will prevent them from benefiting from these national programmes.

1.7 Organisation of the Study

The study is made up of five chapters. Chapter one deals with the introduction to the study. It contains the background to the research; the problem statement, research questions, the objectives of the study, the justification and the scope of the study.

Chapter two outlines the theoretical and conceptual frameworks. The chapter looked at the historical context and key concepts of child labour in some parts of the world with emphasis on the Ghanaian situation.

The third chapter shows the methodology adopted in conducting the research, it discussed sample selection and data collection methods and the key variables used in the research. It also describes the data collection sources, the type of research design

adopted by the researcher and the limitations of the research. It also captured the background of Kwahu North District where the research took place

Chapter four outlines the general findings of the research. The research was done in the following communities in the Kwahu North District: Agordeke, Bruben, Appiabra, Bebuso, Agortime, Supoom, Antonaboma, Kayera, Kwae kese, adiembra and Donkorkrom.

The final chapter discusses the findings and made recommendations on the appropriate measures to adopt in a bid to reduce the occurrence of child labour in Ghana and ended with the conclusion to the whole research.



CHAPTER TWO

CONCEPTUAL AND THEORETICAL FRAMEWORK

2.1 Introduction

Although child labour has been in existence since time immemorial, the incidences of children working to make ends meet in the early decades of the 21st century are alarming. Children are used by industry leaders to work for 40 hours a week for a little amount of money. Families also make their children work to raise income for the upkeep of their households. It is really disturbing and horrifying for instance to see how children are compelled to work and make carpets to redecorate homes in Europe and North America. They are mistreated because their employer expects them to do more difficult and strenuous work and do it faster. They are kept in solitary places as prostitutes to work for their employers. They are even recruited as child soldiers to help rebels to fight. The total numbers are both surprising and worrying. Literally, millions of children around the world today work long hours before they even reach the age of 10, let alone 18. (Kannangara, de Silva, Parndigamage, 2003)

What is most surprising is the rate at which abusers of these children conceal their activities and prevent the public from getting to know of what the children go through. A survey of middle-income households in Colombo (Sri Lanka) showed that one in three had a child less than 14 years of age as a domestic servant. A survey of domestic servants in Uruguay found that 34 per cent had begun working before they were 14.

2.2 Definition of Terms

2.2.1 A Child

A child is anyone below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. (U.N. General Assembly 1989). According to part 1 (1) of the children's Act, 560 "A child is a person below the age of 18" A child therefore is anyone who is below 18 years and by virtue of age must be guided and provided for by parents or guardians.

2.2.2 Labour

According to the Oxford Advanced learners' dictionary (2010), "labour is work, especially physical work; manual labour (work using your hands). A Labourer is anyone who is involved in hard physical work that is not skilled, particularly where work is done outdoor."

2.2.3 Child Labour

Part 5 (1) of the Children's Act, 560, indicates that "Child labour is any work done by a child below the age of 12 that destroys the child's future and prevents the child from attending school and developing socially. Child labour is all economic activities for children under 12 years, any work for those aged 12-14 of adequate hours per week that harms their academic, health and social development, and all "hazardous work" which could harm the health of children under 18.

2.2.4 Light Work

According to ILO Convention 138, light work includes engaging the children in any kind of work to learn useful skills linked to social or inherited custom or crafts.

2.2.5 Exploitative Labour

Pushing the girl child into sex trade, where men sexually exploit the girl child in exchange of money. The girl child is made to trade her body for money against her wish. Most of such situations are initiated by adults who promise the child of better opportunities and end up turning the innocent girl into a prostitute. What is even more disturbing is that the child does not even take the money for herself. The adults who contracted her take the money on her behalf. The ILO stands together with the rest of the international community in the firm belief that children have the right to be sheltered from sexual violence and that those concerned in using and recruiting persons under 18 for commercial sex trade should be denounced, prosecuted and penalized. (ILO Worst Forms of Child Labour Convention, 1999).

Commercial sexual exploitation of children includes:

- Using boys and girls in sexual activities rewarded in cash or in kind;
- trafficking of girls and boys and adolescents for the sex trade;
- child sex tourism;

- the making, promotion and distribution of pornography involving children; and,
- using children in sex shows (public or private).

ILO Worst Forms of Child Labour Convention, 1999 (No. 182) particularly refers to “the use, obtaining or using a child as a prostitute, or for purposes of producing pornographic materials or for pornographic purposes” as a worst form of child labour, ILO member States should outlaw such activities without delay. All children below the age of 18 are covered without exemption regardless of the existence of a lower age for sexual consent or legalized adult prostitution or pornography (IPEC, 2010).

2.2.6 Hazardous Work

Hazardous child labour is defined by Article 3 (d) of ILO Convention regarding the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour, 1999 (No. 182) as work which is naturally harmful and likely to exploit the child, any work which abuses the morals of children and make them socially vulnerable. Any work which is done in an unhealthy condition and it is dangerous and unhealthy to the child. Any work that can injure, kill, maim, make ill or disable the child due to its unsafe nature and unhealthy working conditions. Often health challenges caused by working as child may not develop or show up until the child is an adult.

The ILO Convention set out the standard for recognising hazardous work as work that might expose children to:

- Physical, emotional or sexual violence;
- Underground and under water activities, climbing dangerous heights or in restricted spaces;
- Work with unsafe machinery, equipment and tools, or which involves the manual handling or transport of heavy loads; and
- Work in a harmful environment which would expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations which might damage their health.

2.3 Worst Forms of Child Labour

According to Article 3 of ILO Convention 182

- (a) all types of slavery or incidences that are equivalent to slavery, as well as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory enrollment of children for use in armed conflict;
- (b) the use of a child for prostitution, for making pornography or for pornographic performances;
- (c) using a child for illicit activities, especially for the production and trafficking of drugs as stated in the appropriate international treaties;
- (d) work which, by its nature or the standards in which it is carried out, is likely to harm the health, safety or morals of children.

The Worst Forms of Child Labour Convention was adopted in 1999 and came into force in 2000 include children of any age below 18 who have been taken into slavery and compulsory labour, including forced enlistment for use as child soldiers, commercial sex trade (prostitution or pornography), illegal activities (particularly the production or trafficking of drugs), and harmful work that jeopardises their lives, health or morals.

2.3.1 Forced or Compulsory Labour

The ILO Convention 29 states that forced or compulsory labour is “ all economic activities or services a child has been compelled to undertake which is contrary to the wish of the child. Where the person is subjected to an activity he has not offered himself” Under ILO Convention No.29 on Forced Labour, to qualify as a forced labourer, a worker must be incapable of leaving the job because of a danger of penalty and be doing a job against their free will (18th International Conference of Labour Statisticians -Geneva, 2008).

2.3.2 Bonded Child Labour

This occurs where parents make a vow to factory owners or their agents to make their children work in exchange for very small loans. Their lifelong servitude never succeeds in even reducing the debt (UNICEF, 1997).

2.4 Manifestations of Child Labour:

The menace of Child labour is manifested among other things in the following forms:

- Self-employed- These are income generating activities that are initiated the by child. It includes selling on street, begging, leading the blind and the lame to beg, picking scraps for sale, street singing and dancing and child prostitution or pornography (but mostly they are hired by notorious gangs). These types of children are mainly street children and rural travellers. Most of these children are orphans, or victims of riot or tribal conflicts who will do anything to survive (S.Hobbs 1999)

- Employed with others- A child offering himself voluntarily to work or working with the consent of the parents in any commercial undertaking to raise income for self and family. These children are engaged in activities such as prostitution, working in the mines and many odd jobs like selling on the street for others or leading people to beg to enable them make ends meet. Other manifestations according to the children's Act, 1998, include "hazardous work which poses danger to the health, safety or morals of a person.

2.5 Historical Background of Child Labour

According to Milton (2010), in the late 1700's and early 1800's, during the early days of the industrial revolution, factories in England and the United States of America started replacing manual labour and hand driven equipment with power driven machines that did not require any special skill to operate them. These power-driven equipment replaced hand labour for the production of several industrial products. As factories began to spring up the owners of these factories found children as their new source of labour to run their equipment, working with power-driven machines did not need adult strength, and children could be hired more cheaply than adults. By the mid 1800's, child labour had become a major problem.

Children had been working since the olden days, especially in farming. But factory work was not easy for them. A child working in the industrial outfit works 12 to 18 hours a day from Monday to Saturday to earn a dollar. Many children started working before they were 7 years. They worked in cotton factories attending to machines and carrying heavy loads. These places the children worked were often murky and filthy with damp floors. Some children were made to work in underground coal mines. These

working children were deprived of recreation and the opportunity to be in school. They often got sick and some died early.

“In 1840 in London only about 20 percent of children were in school, by 1860 the number had risen to 50 percent of children between 5 and 15 years were in school. Children from poor families had financial constraints and were forced to work. The jobs available were mainly hazardous work. The few privileged ones worked as apprentices to respectable trades (in the building trade, workers put in 64 hours a week in summer and 52 in winter) or as general servants there were over 120,000 domestic servants in London alone at mid-century, who worked 80 hours a week for one half pence per hour”(Cody, 2008).

Religious bodies and labour groups, lecturers, and many other people were annoyed by such rough treatment of children. They started pressing for reforms. The English writer Charles Dickens supported the publication of the evils of child labour with his novel *Oliver Twist*. Britain was the first to pass legislations regulating child labour. From 1802 to 1878, a number of laws progressively reduced the working hours, enhanced the working conditions, and moved the age at which children could work up. Other European countries approved similar laws (Milton 2010).

The awful practice of child labour which ought to have played an important role in the Industrial Revolution from its outset is not to be wondered at. The industry leaders, from the seventeenth century took it for granted that a family would not be able to sustain itself if the children were not employed so they engaged the children. In the past it was commendable that in the Halifax area, scarcely anybody above the age of 4 was idle.

By 1810, about 2,000,000 school going children were working 50 to 70 hours a week. A lot of these children were from poor homes where parents were not able to take care of their children and to make ends meet. Anytime parents find it extremely difficult to fend for the children the easy option left for them is to compel the children to work in order to bring some money home to support the meager income the family lives on. They mostly turned them over to a mill or factory holder. One glass factory in Massachusetts was guarded with barbed wire "to keep the children inside." These were

boys under 12 who carried loads of hot glass all night for a wage of 40 cents to \$1.10 per night (Rogers, 2008).

Several attempts were made by child welfare advocates in the United States before it was outlawed. Connecticut passed a law in 1813 saying that working children must have some schooling. By 1899 a total of 28 states had passed laws regulating child labour. (Milton, 2000)

2.6 Prohibition of Child Labour in Europe

2.6.1 European Union Law

Article 37 of the Charter of Fundamental Rights of the European Union indicates that; it is prohibited by law for anyone to employ children. The minimum age for employing a child should not be lower than 15 years.

Anyone employing children should put them under conditions that are helpful to them. They must be protected at the work place and be put under circumstances that are suitable for their age and must be free from conditions that can harm their safety, health or physical, moral or social development or disrupt their schooling.

European Social Charter, of May 1996, states the child's right to security guaranteeing the successful implementation of the right of the child to security, the members agree;

- that a child can work at the age of 15 years. Any child who does light work must be protected from health and moral hazards and must not be prevented from or schooling;
- that anyone who will be employed to do any hazardous or harmful work must have a minimum age of 18 years;
- that any child who has not completed compulsory education should not be engaged in any economic activity that will prevent from benefiting academically;
- that the number of hours of a child below the age of 18 years shall be reduced, taking into consideration the developmental needs the skills the child has to acquire;

- that the child has the right to be entitled to any benefit and allowances that are associated with work he is doing;
- that the hours spent by the child to learn a skill at the work place shall not be separate from the normal working hours;

2.6.2 Resolution of January 1999,

- Regarding security of households, the European legislative body identifies the description of policies and values that will help with the integrated family policies. Some of the likely ways of supporting a situation in which children's welfare is promoted can be supported is by eliminating the abuse of working children by giving recognitions to member states that will uphold the tenets of the of promoting child rights.

2.7 Conceptual Framework

- A child is very innocent. Every child has the right to be protected from all economic activities and must not be subjected to situations and conditions that are harmful to the health and morals of the child. Children instead of being allowed to develop in an atmosphere of peace and family security are rather being compelled into premature adult lives. Where the innocent child is turned into an income making machine, who works all day in order to meet the financial needs of the family. (New York Times 1983)
- From the conceptual framework, financial difficulties are the major causes of child labour. Poverty has its root in family break down or death of the family's bread winner, resulting in low income or no regular source of income for the family where, a jobless single parent starts to fend for the family. Some of these situations turn children into bread winners. Among all the causes of low or no regular income, poor living conditions and its effects eventually become the major cause of child labour. Children are compelled to work in factories, shops, homes, and the risky job of hawking. Some of the children are made to lead physically challenged people on the streets to beg for money. These conditions have effects that include poor living conditions such as; malnutrition, lack of education and training, ill health and poor housing conditions among others. Low incomes lead to poor living conditions and

that brings about lack of decent accommodation, congestion in rooms and unhealthy living conditions, malnutrition;

- where the child is not properly fed, and lack of education for the child. Some child labour situations also come from the abuse of parents/guardians. Another cause is the death of parents.
- Child labour has harmful effects on the child, some of these effects include; the pressure on the child to fend for self and family, they handle situations and conditions they are too young to contend with. It does not offer them the opportunity to develop socially and psychologically. They grow to become misfits and develop complexes that make it difficult for them to interact with others. Most of them drop out of school or perform very badly in school.
- The community also has its fair share of the problems of child labour. Social vices like armed robbery, prostitution and defrauding people to make ends meet increase in the communities, the stream of poverty is deepened, and also brings about lack of competent and responsible future leaders to run the affairs of the country.
- The state can curb this menace by intensifying public education on child labour and its effect on the child and community. This can be done by putting in place a policy for the implementation of training programmes in the communities through dissemination of information by using vans, radio discussions, posters, bill boards and community discussions where the people are made to contribute to the discussions. Parents and guardians can also be empowered economically by granting them soft loan facilities with low interest rates to start some trading in order to raise money for the upkeep of the children.
- Child labour is forbidden by law and it is a crime for anyone to be engaged in it. This therefore calls for the enforcement of laws that prohibit child labour. Culprits must be severely punished to deter others from getting involved in it. The state can also create child centers for the rehabilitation of child labourers before integrating them into the community. The grooming of the child labourer will be an incentive to the child and the community.

- It can be confirmed from research and observation that Ghanaian children as young as 7 years old are often involved in all forms of income generating activities (Ghana Child Labour Survey, GSS 2003).

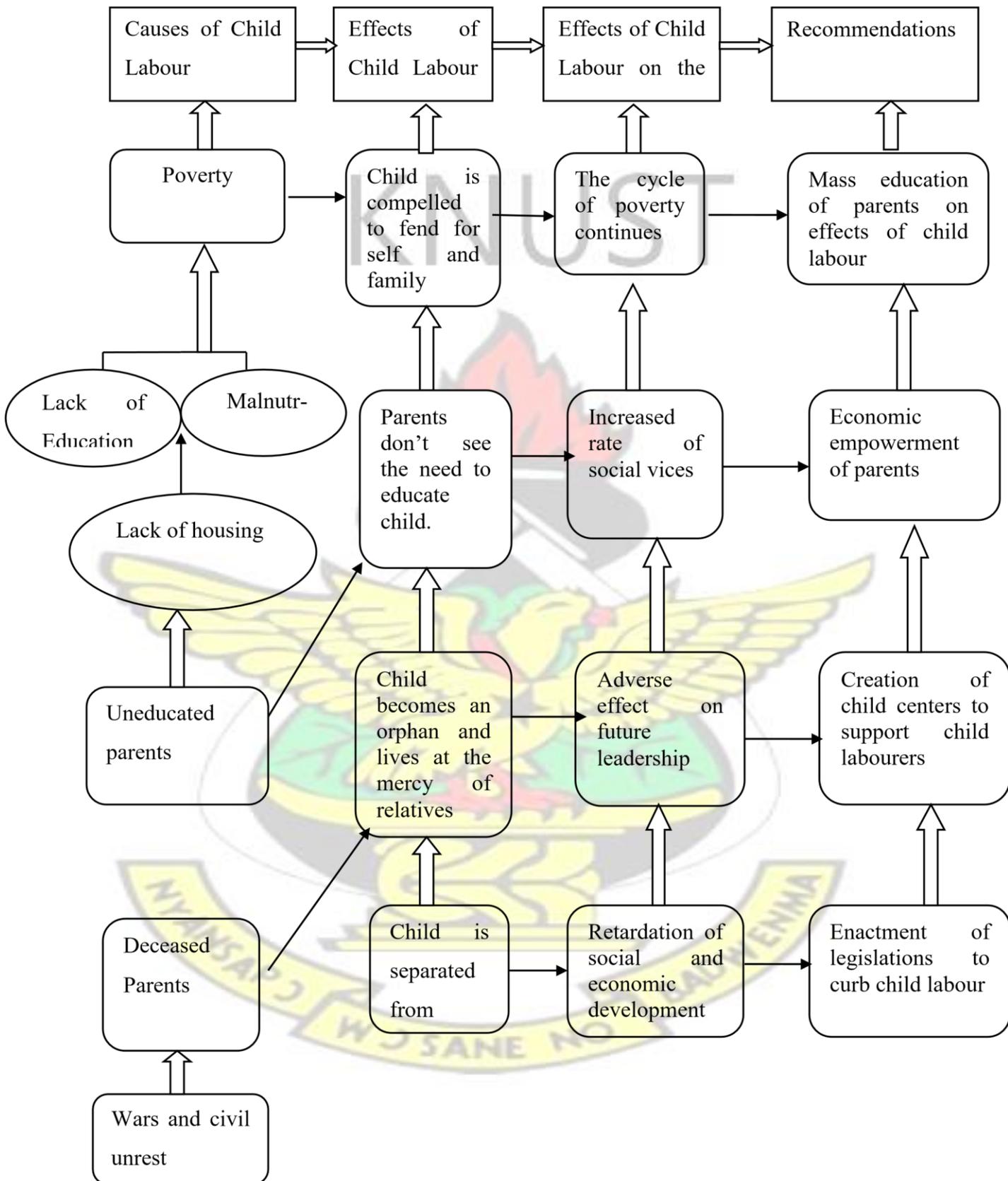
Table 2.1 Children in Ghana Aged 7 - 14 Years Engaged in Forms of Labour

INDUSTRY	URBAN DWELLERS		RURAL DWELLERS	
	Male (%)	Female (%)	Male (%)	Female (%)
Crop Farming	85.6	57.0	74.1	89.3
Fishing	2.5	0.0	3.0	1.8
Manufacturing	4.1	4.8	1.7	6.4
Construction	0.0	0.0	0.2	0.2
Trade	7.8	27.3	1.0	1.5
Hotel & Restaurant	0.0	4.2	0.0	0.8
Community Services	0.0	5.7	0.0	0.0
Private Households	0.0	1.0	0.0	0.0

Source: GLSS 2008

From Table 2.1 it is obvious that children are more involved in agriculture than any other economic activity. It is clear that not all of these can be classified as child labour until the number of hours worked by each child is determined.

Figure 2.2 Conceptual Framework



Source: Author's Construct, 2013.

According to ILO Convention 138 "... if a child works for 3-4 hours a day in order to be taught how to do something or to make some money to support household after school, it cannot be described as child labour". In 1938, America's Congress passed the Fair Labour Standards Act, also known as Federal Wage and Hour Law. This became constitutional in 1941 after a declaration by the US Supreme Court.

According to this act, children should not work for over 40 hours a week and children under 16 years are not supposed to work in hazardous environments. According to the Act a minor can only work after school hours and when on vacations....for only a few hours.

Table 2.2 gives an indication of how long the children usually worked. Nearly half (46.7 %) of the working children are engaged for less than 20 hours per week whilst about 33 percent work for more than 20 hours but less than 40 hours per week.

Table 2.2 Hours Worked Per Week, by Industry of Employed Children Aged 7 - 14 Years (Figures are in Percentages Apart From Number of Hours on the Job)

Number of hours on job	0-9	10-19	20-29	30-39	40-49	50-59	60-60	+ 70
Agriculture	10.54	13.93	10.58	26.53	32.80	19.72	19.24	1.88
Fishing	5.15	32.17	11.68	22.32	26.24	0.0	0.0	0.0
Manufacturing	6.7	29.86	7.46	36.46	17.32	0.0	27.88	0.0
Construction	0.0	0.0	57.83	0.0	0.0	0.0	0.0	0.0
Trade	6.54	16.44	12.45	14.69	23.64	2.39	52.88	75.8
Hotel & Restaurant	15.59	7.6	0.0	0.0	0.0	0.0	0.0	22.32
Community Service	17.08	0.0	0.0	0.0	0.0	77.89	0.0	0.0
Private Households	38.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	100	100	100	100	100	100	100	100

Source: GLSS 2008

Table 2.3 Average Basic Hourly Earnings (Gh¢) in Main Job and Industry. by gender of Employed Children Aged 7 - 14 Years

Industry	Male	Female
Agriculture	0.18	0.06
Fishing	0.68	0.04
Manufacturing	0.00	0.19
Trade	0.40	0.60
Hotel & Restaurant	0.00	0.07
Community Services	<u>0.00</u>	<u>1.40</u>
	<u>27.0</u>	<u>32.0</u>

Source: GLSS 2008

2.7.1 Child Labour in Africa

The development of human resources in Africa is critical in dealing with the issues that face up to the financial and social challenges confronting Sub-Saharan Africa (SSA) and within the framework of developing human resources. Tackling the problem of child labour is fundamental to the development of the future of Africa. It is disturbing to realise that more than a third of the children of Africa are not in school. They work instead of staying in school to build their future. If child labour will be dealt with in Africa, the problem of Africa's poverty will gradually be eradicated. (Fredriekson, 2001).

The problem of child labour in sub-saharan Africa is unimaginably high compared to other blocks of Africa. The International Labor Organization (ILO) statistics (1993) states that 41 percent of children under age 14, approximately 80 million, are actively employed. Child labour exists because poverty exists. Child labour is prevalent in Africa because Africa is the poorest continent in the world and even in Africa the poorest countries have the largest share of working children. (Basu, 1998).

A Minor entering the job market is the last resort for earning income for the family. The moment income levels increase the children are taken out of job. (Andvig et-al, 2001). UNICEF (1998) found out that of 136,000 small scale informal sector ventures in 1992, 2.6 percent are owned by children below the age of 10. Some forms of labour could be

harmful for the children, while others are either harmless or enhance the skill of the child. The latter is not child labour but “child work”.

The level of abuse and harm child labour bring to the child is what determine the form of child labour it is. The physical and mental state of the child are highly affected when child labour is classified as the worse form of child labour. It is important therefore to know the kind of economic activity the child is engaged in and what actually goes on at the work place, this will give an idea of weather the child is working under good conditions or not. Table 2.4 explains the kind of work and the harm it causes the child. Three asterisks point to the most frequent forms of child labour, two asterisks indicate common forms; a single asterisk indicates not very common forms; and the empty boxes indicate extremely rare forms. A lot of minors in Africa are compelled by situations beyond their controls to work, some of them are actually sent to work by the parents or guardians, others decide on their own to work because of the level of poverty of their families. Girls who marry at a very young age make up the largest group of children that fill the upper-right box. Orphans fill a large part of the farm work block as indicated in table 2.4 and minors creating jobs for themselves.

Table 2.4 Classification of African Child Labour After Controlling (Demand) Sector

Type of Activity/ Control Sector	Own Household	Extended Family	Unrelated household	Firm	Child/Self
Domestic	***	**	**		*
Farm work	***	*	*	**	*
Selling/ Begging		*	*	*	*
Manufacture	**	*	*		*

Source: Andvig et-al, (2001)

Table 2.4 identifies at least five different ways that child labour can be seen;

- The adults in the family decide that the child has to work;
- the child decides;
 - the parents have forced the child to become a decision-maker

- the child has run away of his own accord through expulsion or harassment; or
- the child has started to work as a child labourer by mutual consent.
- supply might be the outcome of a joint decision.

In Ethiopia, (Table 2.5) World Bank reported that the main reason why rural education has dropped in Ethiopia is because there is a conflict between time spent in school and time spent working, and the major reason for non-enrolment for girls in school is because they are needed to do household chores. (World Bank 1998).

Table 2.5 Why Boys and Girls in Ethiopia never enroll in school.

	Girls		Boys	
	Needed for farm work	Needed for house help	Needed for farm work	Needed for house help
First Reason				4
Second Reason	8 8	30 23	34 14	12
Total	16	53	48	16

Source: World Bank, 1998.

2.8 Child Labour in Ghana

Article 32 of the Convention on the Rights of the Child says: All member states must know that the rights of children must be protected from any form of activity and economic venture that is likely to harm the child or abuse the right of the child. Children must be protected from all other activities that interfere with their academic work, or detrimental to the child's health or physical, mental, spiritual, moral or social development... (U.N. General Assembly resolution 44/25 of 20 November 1989)

Child labour is a widespread International problem that happens in all continents of the world, it occurs in almost every community in the world. Estimates from the ILO revealed that, there are 215million children in child labour and 115million children are in risky jobs. The WFCL complained that over 242,000 children are involved in worst forms of child labour, and many children suffer from various forms of oppression in the

large, unregulated traditional apprenticeship schemes. (International Labour Organization-Geneva 2011)

The 2003 Ghana Child Labour Survey (GLSS, 2003) states that out of 6.36 million children aged 5-17 years, 2.47million (nearly 40 percent of the age group) are actively involved in various forms of economic activities, with about 1.27 million in jobs classified as worst forms of child labour. It further states that more than one million of these child labourers were below 13 years. Even though the GCLS did not collect data on many WFCL, there is enough proof that a lot of the children are engaged in child labour of various forms, including child domestic work, manual handling of heavy loads, small scale mining and quarrying, fishing and agriculture.

The Children's Act 560 and other international conventions on the rights of children adopted by Ghana provide a solid legal framework for addressing child rights issues in the country. Local as well as international organizations and agencies have been at the forefront of child rights advocacy in various ways. Most of these childfocused organizations seek to enhance the overall wellbeing of children particularly health and education through the implementation of strategic interventions as well as research and advocacy.

According to Multiple Indicator Cluster Survey (MICS, 2006) report 34% of children 5-14 years are engaged in child labour. Children aged 5-11 engaged in child labour were more (39%) compared to those aged 12-14 (22%). While only 14 percent of children from the richest wealth quintile are engaged in child labour, 48 percent of those from the poorest quintile are engaged. Of 83 percent of children 5-14 years of age attending school, 32 percent are also involved in child labour activities.

2.8.1 Institutional Framework on Child Labour in Ghana

Various governments in Ghana have continued to put in place mechanisms to address challenges facing children in the country. Below are some of the important actions the government has undertaken to enhance child welfare;

- The government of Ghana established the Ghana National Commission on Children in 1989

- to see to the general welfare and development of children and coordinate all essential services for children in the country, with the view to promoting the rights of the child.
- In February 1990, Ghana became the first country to ratify the United Nations Convention on the Rights of the Child (CRC) in recognition of the need to provide special protection for children in the country. Ghana also ratified the International Labour Organization (ILO) Convention 182, in 2000, that prohibits Worst Forms of Child Labour in order to eliminate child labour and its worst forms and enhance child development.
- Moreover, in order to protect children against harmful traditional practices, Chapter 28 of the 1992 Constitution makes several provisions to safeguard the rights of children. Since the ratification of the CRC, Ghana has developed policies and programmes backed by legislative frameworks that offer strategies for the protection, survival and development of children. Some of the legislations, policies and programmes include:
 - The Juvenile Justice Act 2003 (Act 653)
 - The Human Trafficking Act 2005 (Act 694)
 - The Free Compulsory Universal Basic Education Policy (FCUBE)

In addition, Ghana also has a number of complementary policies and programmes that seek to address the welfare of children. These include:

- Adolescent Reproductive Health Policy, 2000
- Early Childhood Care and Development Policy, 2004
- National Gender and Children Policy, 2004
- Disability Act of 2006 (Act 715)

In addition to the CRC and the ILO Convention, Ghana has adopted the following international treaties and conventions:

- African Charter on the Rights and Welfare of the Child
- The Minimum Age (Industry) Convention, 1919 (No. 5)
- Forced Labour Conventions (Nos. 29 and 105)
- Labour Inspection and Convention No. 81
- Equal remuneration (No. 100)
- The United Nations convention on the Rights of the Child 1989

The Government has also made efforts to develop institutional and administrative arrangements to facilitate effective sharing of ideas and information aimed at addressing the issues of children in the country. Some of the institutions and initiatives related to child welfare include:

- Establishment of a Child Labour Unit and a Social Welfare Department in the Ministry of Manpower, Youth and Employment (MMYE) to handle child labour issues.
- Creation of Girl-Child Education Division in the Ministry of Education, Science and Sports (MOESS) to cater for the special needs of girls.
- Establishment of Child Labour Desks within the Ghana Cocoa Board, the Ghana Employers Association and the Ghana Trades Union Congress to mainstream child labour issues in their activities.

The Growth and Poverty Reduction Strategy of Ghana (GPRS II) also makes provision for resources to be mobilized locally and internationally to support the development of children in the country.

Following these interventions, one does not doubt the good will of government, international agencies and civil society to ensure that Ghanaian children are protected and nurtured to grow and develop very well. And there is no doubt that these interventions have paid off in many respects in ensuring the welfare of children, especially in education and health.

However, much remains to be done to ensure that Ghanaian children get the best of care and protection. Without empirical evidence on the nature and extent of children's issues, projects and programmes may be badly designed and resources wasted in the process. It is in the light of this that this research is being undertaken to document the issues of child labour in the Kwahu North district.

2.9 Causes of child Labour

2.9.1 Poverty

The major grounds on which young people begin work rather than attending school, or leave school before finishing their primary education is about the poverty of the family, these families cannot pay the basic costs of food and housing without their child working to earn an income (UNICEF, 2005). The adult workers in their families are not paid enough to support their families, and at times the income of both parents are not sufficient to keep their family housed, clothed and fed. It is therefore common to find families in which one or both parents are not earning income, maybe because a parent is dead or left home, or because adults are unable to gain any employment to have their children working to support the family

There are families where all the children are required to work and earn their living from a young age. There are others where just one or two children work to earn money to enable other siblings to attend school. All these happen in some families because of poverty.

Marcus (1998) says “child labor is created by demand and supply forces, with the major actors being the families and employers”. He said also that the endemic nature of poverty in the families is the major reason for parents to allow their children to work. The World Bank and ILO in their various reports have also attested to the fact that poverty is a major cause and effect of child labour. They are of the view that if a child starts working early he reduces lifetime earnings by 13-20 per cent, increasing the likelihood of being poor later in life. (ILO, 2006) The ILO (2006) report revealed also that poverty is almost always the reason why children enter into full time employment; poverty can also be a function of:

- a) right of entry to labour markets and working to earn income;

- b) household not having appropriate skills to match market needs in the area where they live;
- c) households low educational levels;
- d) joblessness in the area where the family lives;
- e) strife, illness or natural disasters having taken away the breadwinner of the family leaving a dependent household with no one to fend for them.

2.9.2 Discrimination

According to UNICEF 2007 report, opinions of what make up childhood vary generally between cultures, child labour could be seen as good option for poor families. Another reason is that girls are likely to start working early while their brothers attend school. The striking differences of social and educational structures between the rural and urban areas are very worrying, yet all these children prepare to write the same examination. The opportunities in the urban areas compel the rural child to work and probably travel to the city to compete with the city dwellers.

In most cases the opportunities in the cities even worsen the yawning development gap between the rural and urban dwellers and create more drive for the rural dwellers to the cities. The already challenging rural and urban inequality is worsened by business opportunities that make the rural dwellers desire to move to the urban areas to look for some economic opportunities. Such situations stifle economic progress in the less endowed communities. In such situations, the work children do makes a significant contribution to the family's income and food security, and may become a better option for children and parents than less endowed and low quality education.

2.9.3 Education

ILO (2007) report pointed out that the significance of free compulsory basic education can help increase the intake of children. The truth is that although it is free compulsory basic education, it is not really free. Parents are made to pay for facilities and stationary that the children use. School uniforms are not free. Most parents cannot afford those additional fees so they find it more appropriate to let the child work to contribute to the little their parents have. Others think it is a waste of time and resources so long as schooling is not really free. It is however important to note that there is always an

increase in enrolment and attendance gets better when there is enough investment in basic education. In Latin America and the Caribbean, 94 per cent of all primary school age children are in school.

2.9.4 Culture

Traditional and cultural practices place a high premium of educating boys rather than girls. Most of the time educating a girl is seen as a waste of resources because an educated girl will one day get married and use the knowledge to serve her husband. The idea is that the girl will use the academic knowledge to benefit the family of her husband. (Orchardson-Mazrui E., 2011)

The other reason for not sending the girl child to school but to get her work to do is that she is needed to work to support the family. Almost 50 per cent of the parents interviewed in a Dhaka-Bangladesh study said that the best idea behind sending girls to do domestic work was the cost of marriage, especially the dowry (UNICEF, 2004).

2.9.5 Parents' Education

The assessment of ILO in the Dominican Republic, Ecuador, Ghana, the Philippines, South Africa and Turkey revealed most illiterate parents do not see the need to have their children in school. They think it is more important to have the child work to support the family than to spend the hours in school. Most parents of child labourers do not get the opportunity to complete formal education. A research conducted in Lebanon on the academic level of parents revealed that low parental education unfortunately promotes child labour. A situation analysis of child domestic workers in Dhaka city, Bangladesh carried out by UNICEF in 2004 showed that almost 70 per cent of the family heads of child labourers were illiterates. Though about 25 per cent of the heads of households had 1 to 5 years of schooling, they were functionally illiterates.

2.9.6 Economic Crisis

Economic crisis is also another important determinant of child labour as stated by Marcus (1999) is that when there is economic crisis and measures are taking by the state to curb the effect of economic decline, some austerity measures are put in place. Some of these programmes are fiscal policies that might result in squeezing livelihoods especially for poor families and reduced public investment. There could be high tariffs

on utilities, fuel that might increase the expenditure of the families. The government can also withdraw subsidies that go into education and its value. This could be cutting down on supply of educational materials for the schools like chalks, text books, exercise books. The burden of acquiring such materials will eventually be pushed on the parents, this will mean increasing the family expenditure and reducing the desire for poor families to continue to keep their children in school. The result will be to withdraw children whose parents cannot afford high academic cost into the labour market to find work to do. Economic decline also means stagnation or decline in average incomes. The impact is even more worse when sectors that employ the poor are affected, in particular, agriculture and labour intensive industries.

Such government interruptions in the economy weighs heavily on industries, and the worse affected people are the poor. This could bring about incidences of social risks to families. The lack of accessible and relevant alternatives such as social safety nets can worsen the “push” factors of child labour. Poor families also turn to child labor in times of constrained access to credit facilities from financial institutions because of the difficulty in providing a security for loans. Poor households are forced to accept the fact that children working to support the family financially has more benefit than spending the hours in school. The relevance of educating the child is not as important to them as making the child work to find money for the family. The link between the family survival strategies and child labour is very crucial here. Parents who are struggling to provide food, shelter and clothing for family may resort to child labor if they have no other alternative.

Often, the strategy for the survival of the family hinges on certain factors including the possible reasons for parents or guardians to allow their children to be working. Under normal circumstances parents would not like to compel their children to be turned into economic baskets. Joblessness of the parents and at times their lack of drive to force to raise income for the upkeep of their children, larger families, single headed households, Parents with many children often dependants that include children of dead relatives and run away parents find themselves unable to provide adequately for all of them and as a result the children end up having to work to help their parents or guardians. Households with sick parents who are unable to work and do not have any alternative source of financial support force their children to work for survival.

Parents usually will take their children to stay with another family or employer if the finances needed to care for the children and to support them academically are hard to come by, these children often are made to work and gradually will start earning income for their parents. Their desire to make more money and parents drive to get more money from the children will drive the children into the worst forms of child labour, the parents or guardians, in their craving to make more income from the children, 'give them away' or 'sell' them to intermediaries with false promises to give them a good life and better income. (ILO, 2004).

2.9.8 Family breakdown

When families breakdown the impact is felt mostly by children. Several reasons account for families breaking down leaving the household short of income. Sometimes divorce leaves one parent looking after more children than she or he can afford to feed. Divorce at times come about by domestic violence, which also directly drives children out of home when they are still young.

The death of either parent especially the bread winner plunges the family directly into economic disaster for many households. In parts of Africa, this has now become very common as a result of the HIV/AIDS pandemic and the ebola virus that struck some countries in Africa.

Families also lose their livelihood as a result of natural disasters and human crisis that impoverish people and force children to start working to earn income. The 1994 Rwandan genocide in which almost one million people were killed left huge numbers of orphans. Five years later, more than 45,000 households in Rwanda were still headed by children, mostly girls, who are compelled to provide for their siblings.

2.9.9 Lessons From Conceptual and Theoretical Framework

- Results from researches conducted around the world give the indication that child labour is real and on the increase. From the statistics of ILO, UNICEF and research works done by some individuals there are clear indications that millions of children worldwide are engaged in various forms of child labour including the worst and harzardous forms of child labour.

- The incidence of child labour has several causes including displacement as a result of war and armed conflicts, death of parents from terminal diseases like HIV/AIDS, discrimination against minority groups like women and children and the major one being poverty. Poverty and joblessness of parents compel parents to push their children underage to work in order to make money to support themselves and the family.
- It is obvious that child labour has dire consequences on the child. The child is deprived of development both socially and academically, it makes the child vulnerable to all forms of hazards including death and disability. It compels children into all forms of vocations like child prostitution, stealing, joining deviant groups and engaging themselves in criminal activities.
- The effect of child labour does not only make the child a social misfit, the community also becomes a victim of the effects of child labour when they join bands in armed conflicts and get involved in all forms of robbery and terrorise residents in the communities where they find themselves.

Child labour goes a long way to affect the future of these children as growing future leaders. It deepens the rate of poverty since they do not have any education to enable them secure a better future.

2.9.9.1 Summary and Conclusion

Child labour is a major challenge confronting Ghana. From the literature review it was clear that Africa has a higher incidence of child labour, which is further differentiated within the continent itself. Countries in which a large share of children are working are, on average, poor countries (Basu, 1998). Child labour and education need not be mutually exclusive but a “host of defects in education play an important part in contributing to the child labour problem, and must therefore be part of any solution” (ILO 2007).

The challenges with child labour are enormous and if nothing is done to curb them, they will jeopardize the future of the children. Instead of the children learning to develop themselves academically and socially they spend their childhood days looking for

money to feed their families and themselves or to support the meager incomes of the bread winners in the family.

It is against this background that this research has been conducted to find out why child labour happens, the effect it can have on the child labourer and solutions that can be adopted to help reduce this national chancre. To be able to unravel the causes and effect of child labour a good methodology was put in place to help gather accurate data for the analysis. This chapter has provided the justification for the study, identified the research gaps and the elements that constitute child labour. The next chapter focuses on the study area and research methods used in the study.



CHAPTER THREE

STUDY PROFILE AND RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter reviewed relevant literature on child labour. It was clear from the literature review that child labour is a global problem. If children below the age of 7 find themselves working to fend for themselves and younger siblings instead of studying to develop a better future then it leaves much to be desired. Financial difficulties are the main causes of child labour according to the literature review and if not checked the cycle of poverty will continue in the lives of those unfortunate children.

This chapter will continue to profile the study area and outline an overview of the various activities the district is engaged in. It will also show the map of the area and the various districts bordering the Kwahu North district. Kwahu North district is made up of an interesting balance of four regions that have settled there. This chapter discusses the settlement pattern and the culture of the people living in the district. Whether or not their culture and religion promote child labour will certainly be looked at in this research.

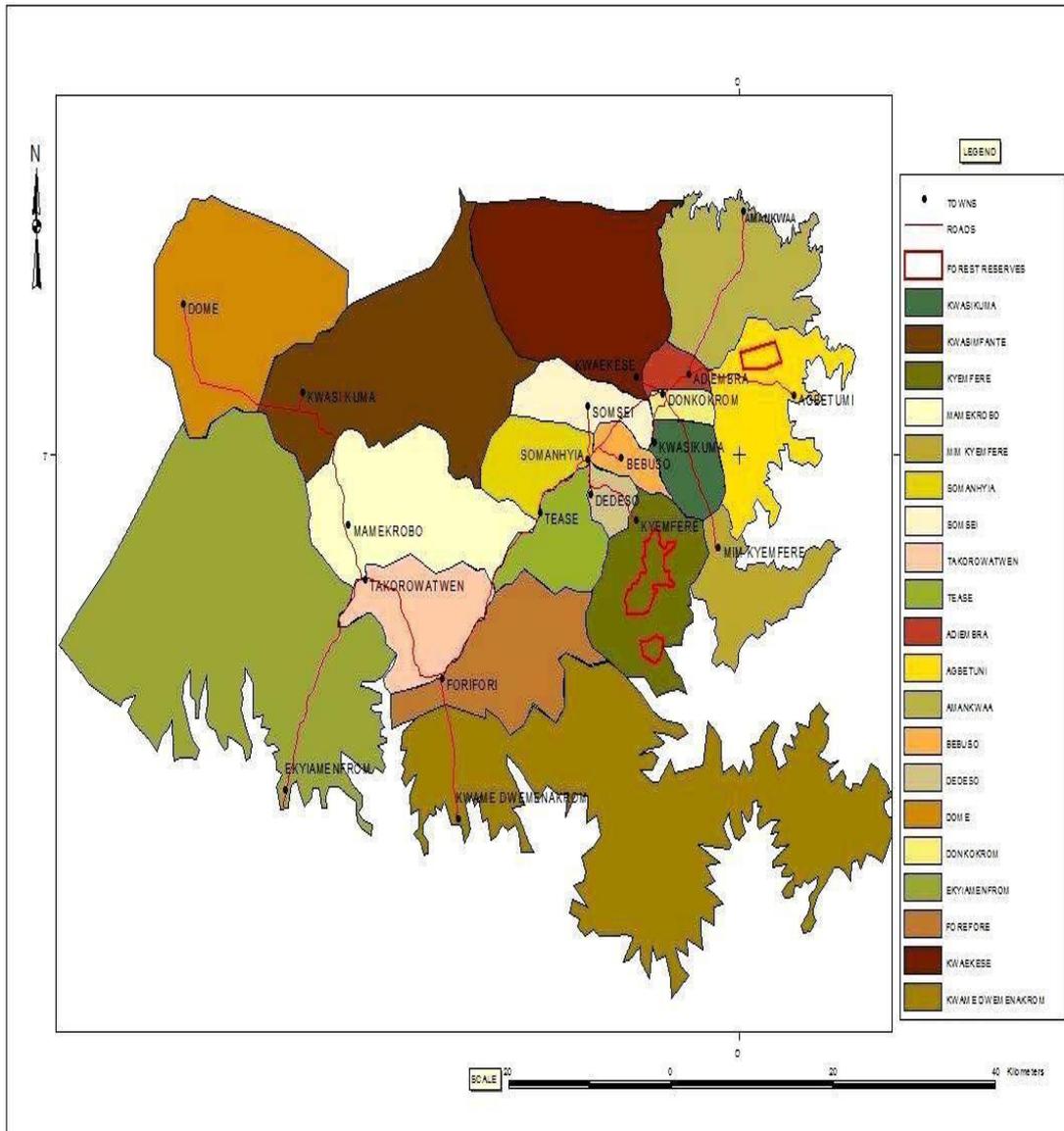
This chapter also discusses the methods and techniques used in gathering data for this research. Researches are relevant for decision making and for a good research to be conducted the researcher needs to apply good methods that are relevant to the research. The method will determine the tools for data collection to generate the appropriate findings. A wrong approach gives wrong tools that will obviously produce wrong results and eventually wrong decision will be taken to resolve the problems that the researcher set out to identify. Their causes will be wrong and the recommendations also will be wrong.

This research was meant to find the causes of child labour and to prescribe recommendations to fight it.

3.2 Profile of Kwahu North District

The District is in the Northern part of the Eastern Region of Ghana. The total land coverage area is 5,040 sq km, it is the biggest locality with the largest landmass in the Eastern Region

Figure 3.1 MAP OF KWAHU NORTH DISTRICT



Source: www.mofa.gov.gh. (June, 2013)

3.2.2 Administration and Governance

3.2.2.1 The Kwahu North District Assembly

The Kwahu North District Assembly has a membership of seventy (70) with fifty-one (51) elected and nineteen (19) appointed. All the obligatory communities are involved in the developmental agenda of the District Assembly.

3.2.3 Area council

The District has nine (9) area councils namely Donkorkrom, Tease, Forifori, Amankwaa, Ntonaboma, Ekye-Amanfrom, Mem-Chemfre, Nyakuikope and Samanhyia.

3.2.4 Major Towns in this District

Donkorkrom, Ekye Amanfrom, Maame Krobo, Tease, amankwakrom, Kwaekese, Adiembra, Forifori, Brumben, Dedeso, Asanyansa, dodi, Ntonaboma, Nsogyaso, Nyuinyui Nos. 1& 2, Samanhyia, Mem Kyemfere, Agya Atta, Odoasua, Avatime, Abomosarefo, dumase, Dedeso

3.3 Research Methodology

3.3.1 Research Design

Bryman and Bell (2007) define research design as “a system of arrangements that act as a guide towards the implementation of a data analysis for a research method”. Bryman and Bell described research design as a structure and a set of processes applied in gathering and analysing data. This structure is described by Saunders et al (2007) as an all-purpose design, which they explain as a guide in answering research questions.

Case study research design or approach was selected for this research, because Yin (1994) describes case study as “an experimental examination that explores a modern happening within its occurrence, particularly at the time that the limits between approach and circumstances are not obvious”. Berg (2004) with Yin’s definition and adds that to study an incident with the case study approach, the researcher takes into consideration a range of guidelines, and more dormant and basic inputs that other approaches ignore”.

The effects and causes of child labour have far reaching consequences; the communities in which child labour is practised and the nation as a whole lose greatly through child labour. The future manpower of the country is greatly disadvantaged. The conditions under which these children work are hazardous and cannot guarantee them any better future.

The case study approach was chosen for this research because child labour is an ongoing phenomenon; it takes place in the communities so it is important to capture the various details on child labour whilst it is on-going to help in decision making. The case study approach reveals all the hidden elements that other research approaches cannot capture.

3.4 Sampling Method

Statisticians differentiate between two broad groupings of sampling methods.

- Probability sampling. With this sampling method, all aspects of the population have a known probability of being incorporated in the sample.
- Non-probability sampling. With this sampling method, the researcher will not be able to tell that all elements of the population will be included in the sample.

Probability sampling gives the researcher the room to make possibility statements about sample statistics. He can estimate the extent to which a sample statistic is likely to differ from a population parameter. Probability sampling approaches include simple random sampling, systematic sampling, stratified sampling, cluster sampling and multi-stage sampling

Non-probability sampling methods include Purposive or Judgmental sampling, Quota sampling, (convenience sampling) and snowball sampling (Rubin and Babbie, 1997). As a result of the kind of research the researcher will undertake, there is the need to gather data from different groups of people like the working children, teachers and parents of the working children. Purposive sampling was used to select the people the researcher intended to involve in gathering data. Purposive sampling according to Victor Jupp (2006), “ non-probability sampling method is a method of gathering data from people who are involved in what the researcher is researching on or have knowledge of the subject matter at stake”.

The decision to select the non-probability approach was also informed by the advice of Rubin and Babbie's (1997) who said collecting data from people who are knowledgeable about a subject is very important in a research because the researcher will be given accurate information that will help in making right recommendations.

Kwahu North District is one of the districts known for child labour activities in Ghana. The researcher therefore relied on the children, parents, teachers and educational institutions in the study area to gather data for the research.

This selection was expected to meet the principle of fair representation and variability as the micro-ecological conditions and socio-cultural character of the municipality could be said to be duly catered for. The total number of households sampled for the eleven communities gave a total of 467. As noted by Yang and Miller (2008: 229), smaller sample sizes are acceptable for relatively homogenous societies (population) because there is less random sampling error in such populations as compared to more heterogeneous ones. Rural communities in the study area can be said to be relatively homogenous due to common or similar socio-cultural organisations and economic round of activities—being predominantly agrarian. On the basis of this, a confidence level of 95% was chosen to calculate for the sample size using the following formula:

$$n = \frac{N}{1 + N(x)^2}$$

Where: **n** = sample size
N = sample frame
x = margin of error

3.5 Sample Size Determination

The sample size depends on what the researcher wants to achieve and the resources at his disposal. The reason for sampling is to get a representation from a population or a collection of the entire unit to enable the researcher to deal with a smaller group instead of a larger number. In this research it was difficult to know the accurate number of age distribution and households in the chosen communities. Information regarding the age distribution of the population was gathered from MTEF budget document in 2012. In this case the case study approach adopted was helpful.

Onwuegbuzie and Leech (2007) explain that there are no rigid rules for sample size when using case study approach. They explain further that by saying Qualitative approach, research is about data gathering for decision making. Researchers however

do not make general statements about the subject they deal with. They try their best to do indepth analysis and attempts to gather details into specific information, public, and cultural procedures and practices that have been with some communities. Simply because the validity or otherwise of the data has more to do with the richness of the information gathered from the selected sample and the credibility of the researcher.

In view of the above, the research covered 11 communities in the Kwahu North District from 23 communities namely; Donkorkrom, Ekye Amanfrom, Maame Krobo, Tease, amankwakrom, Kwaekese, Adiembra, Forifori, Brumben, Dedeso, Asanyansa, dodi, Ntonaboma, Nsogyaso, Nyuinyui, Samanhyia, Mem Kyemfere, Agya Atta, Odoasua, Avatime, Abomosarefo, Odumase, Dedeso

Before the communities for the research were selected, the names of all the 23 communities were written on pieces of papers and folded in a bowl, after shaking it for a while 11 names representing almost 50 percent were randomly picked. These include Agordeke, Bruben, Appiabra, Bebuso, Agortime, Supoom, Antonaboma, Kayera, Kwaekese, adiembra and Donkorkrom

The sample frame including the total number of households within the study area was chosen. From the sample frame the study employed a statistical model to settle on the sample size at a 95 percent confidence level with 5 percent margin of error.

Table 3.1: Number of Children

AGE	MALES	FEMALES	TOTAL
0-4	7872	5852	13724
5-9	11393	7382	18775
10-14	9218	10173	19391
15-19	10047	7562	17609
	38,530	30,969	69,499

Source: MTEF Budget document, 2012

Sample size for children- $n = \frac{N}{1 + N(x)^2}$ n=

$$\frac{69,499}{1 + 69,499(0.05)^2} = 174$$

Table 3.2: Number of Adults

AGE	MALE	FEMALE	TOTAL
20-24	10979	9903	20882
25-29	9736	9722	19458
30-34	7354	6482	13836
35-39	6215	6842	13057
40-44	7354	4322	11676
45-49	6318	5220	11538
50-54	4454	4501	8955
55-59	2900	2611	5511
60-64	3107	3431	6538
65 +	6629	7021	13650
Total	65,046	60,055	125,101

Source: MTEF Budget Document, 2012

Sample size for adults- $n = \frac{N}{1 + N(x)^2}$

$$n = \frac{125,101}{1 + 125,101(0.05)^2} = 156$$

$$n = \frac{125,101}{1 + 125,101(0.05)^2} = 156$$

$$n = 156$$

$$\begin{aligned} \text{Sample size for teachers- } n &= \frac{N}{1+N(x)^2} \\ n &= \frac{904}{1+904(0.05)^2} \end{aligned}$$

3.5.1 Data Collection Method

Data for this research is gathered from various sources. Yin (1994) recognises six of the sources where data can be collected for research findings, they are; watching the activity yourself, doing whilst watching, archival records, records, physical relics and interviews. These are the sources from which data can be gathered for analysis to support findings from the research. The researcher used archival records and documentations for the literature review and interviews and direct observation to do the analysis and recommendations.

There are two classifications of data collection sources, they are; primary and secondary sources of data. The researcher chooses of evidence he might be looking for either one of them or both depending on the kind of evidence he is looking for and which one is available at the time the research is going on.

Remenyi et al, (1998) defines primary data sources as the evidence generators, those who are there as first-hand information providers. They interact directly with the researcher to general original data.

Secondary data is information that is already available for public consumption. Some of them are published materials that the researcher was not the direct beneficiary of such information.

For this research, interviews and administration of questionnaires were the primary data collection sources. This confirms Yin's (1994) advice that conducting an interview is relevant in case study research. Interviews play a critical role in gathering data for a research finding. Researchers interact directly with those who have proven information that will help the researcher to come out with appropriate recommendations. Respondents that are well informed are great assets to the researcher (as in this case study). Also, the directions of the interviews supply information that gives focus to the subject in question (Yin, 1994) and helps in answering the research questions.

Table 3.4: Interviewees & Questionnaires

Groups	Number of interviewees
Children	156
Parents/ Guardians	156
Teachers	155
Total	467

Source: Field Survey, June, 2013

3.6 Types of Data

Research data mostly comes in two groups, namely; qualitative and quantitative. Quantitative data is arithmetical in nature and it involves mathematical calculations. Quantitative data has to do with using nominal scale, ordinal scale, interval scale and ratio scale. (Kothari, 2004)

Qualitative data is not arithmetic in nature, they are usually descriptive. The researcher conducts the research by administering questionnaires, interviewing informants and observes as an activity goes on. He then gathers them in sentences and words and uses them for his analysis. Qualitative data collection method was used for this thesis based on the argument made by Bryman (2003) that qualitative research gives the opportunity to the researcher to have a direct relationship with the people.

This allows the researcher to explain and throw more light on the situation.

3.6.1 Primary Data

Rameyi *et al* (1998), describe primary data sources as the researcher getting direct access to the originator of the information the researcher requires. Techniques for gathering primary data include data collected through questionnaires and interviews. It includes other techniques like observation out of which some photographs are taken.

Interviews are among the best modes of collecting data particularly in case study research design. (Rameyi *et al*, 1998). Interviews in this research were done by talking to children who were actively involved in child labour, parents and teachers were also interviewed to enable the researcher to gather first-hand information on child labour in

the communities. The questions were structured in sections and helped to gather accurate data from those who were interviewed

3.6.2 Secondary Data

Remeyi *et al* (1998) again describe Secondary data as data that is published or already available where the researcher is not the first and original beneficiary of the information. They are information the researcher gathers from published and unpublished materials. Secondary data for this research was gathered from reports on child labour, books, journals, magazines and web sites.

3.6.3 Key Informants

The key informants for this thesis were working children, parents with working children and teachers. In all 156 children, 156 parents/guardians and 155 teachers responded to questionnaires.

3.6 Data Processing and Analysis

The basic techniques used for this research was qualitative technique in research. Relevant statistical and analytical diagrams and graphs were employed to give visual expression and clear understanding of the concepts. The researcher used SPSS software to create the graphs and tables and to do the analysis.

3.7 Limitations

There were few challenges in the course of gathering data for the research, some of the challenges included the sensitive nature of the topic and the fact that it is in some cases dangerous to interview working children especially in fishing and farming community like the Kwahu North District. The employers of these children are aware of the illegality of employing children and they will do everything to make sure the law does not catch up with them. These challenges presented some difficulty in gathering the data. The researcher overcame this challenge by engaging the services of the Department of Social welfare in the district who were familiar with the terrain and were known by the people so they were comfortable relating to them. Data gathering was unduly prolonged as a result of that and care was taken not to get into confrontation with any parent or employers of the children

3.8 Summary and Conclusion

This chapter discussed the methodology of this research. The researcher adopted the case study approach since the units and variables to be studied must be studied in the community. The case study approach adopted in this research enabled the researcher to study the phenomenon in real life situation where the child labourers were seen working and were interviewed. Data was collected using both primary and secondary sources. Primary sources included interviews, administration of questionnaires, observation where photographs were taken. Secondary sources were published and unpublished materials, the internet and newspapers. Data gathered were analysed using averages and percentages; the computer software used was SPSS.

The research method was a very relevant aspect of this research. It was through the methodology that data was gathered for the analysis and findings. This research was purposed to find a solution to ‘Causes of child labour and its effect on Ghana’, or to show the problem and direction towards the fight against child labour. Child labour which is a menace has become a normal activity in the world and more especially in developing countries including Ghana. The future of the nation which is the children of today is being held down by child labour. Children are being subjected to very difficult situations and conditions to fend for themselves and families (ILO 2008).

The research methodology adopted helped with data gathering and data analysis. The non-probability sampling method used helped to identify child labourers in the community, snow balling was one method that the researcher used very effectively. This is presented in the next chapter where information gathered from the children, parents/guardians, teachers were analysed for a way out to the challenges posed by child labour.

CHAPTER FOUR

ANALYSIS AND DISCUSSION

4.1 Introduction

Child labour is a menace to the development of Ghana and will hamper the future development of the nation, there was therefore the need to undertake a field survey in order to give proper credibility to findings and recommendations. The study area chosen for the survey was Kwahu North District located in the Eastern Region. In the following sections, the data has been grouped and analyzed according to the various units of analysis; that is, the working child, the parent/guardian and teachers.

4.2 Causes of Child Labour

From the research it was clear that families with insufficient incomes are likely to have working children, out of 156 children who were sampled on their reason for absenteeism from school 49.3 percent attributed it to hunger and the search for food, 19.9 percent ascribed it to the search for money. This indicates that, the children themselves contribute to child labour. However, it is obvious from the data that, the 49.3 percent of children leaving school in search of food is as a result of poverty in their homes and their parents not being able to feed them properly.

As explained in the conceptual framework, Low or lack of regular source of income results in lack of adequate food, good health, education and training and shelter, and even water for bathing. These conditions have caused parents or guardians to force children into harmful jobs which can affect their development and basic human rights.

From the survey it was realized that, parents who do menial jobs had more working children. Table 4.1 shows the occupations of the parents who were interviewed. It however does not mean that peasant farmers, fishermen, petty traders and artisans automatically force their children into child labour. The problem of child labour comes in when families force their children to find a job in order to bear some of the family's financial burdens and also that activity must deprive the child of academic and social benefits. Children learn a lot and develop better when they interact and play with their peers but, if they find themselves in situations where they find themselves working full time to financially sustain their households and siblings, it is devastating for the child.

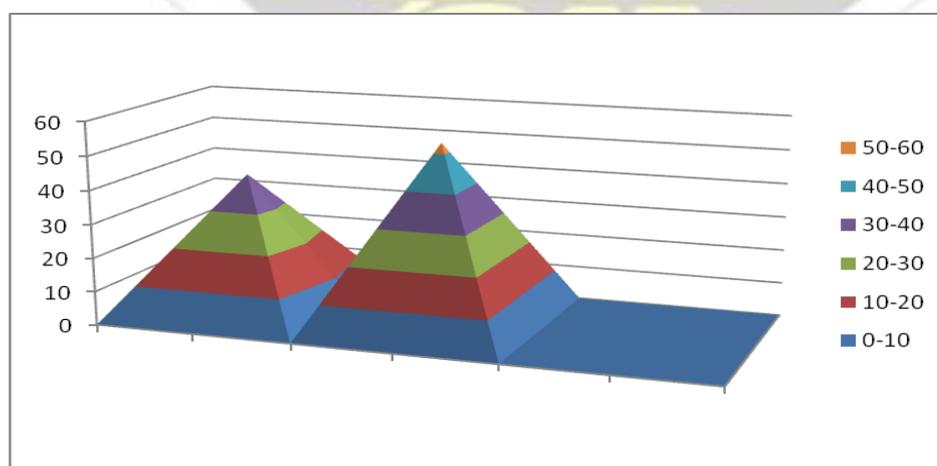
They unfortunately find themselves in a situation they can hardly control which is very distressing for the child. **Table 4.1: Type of Occupation of Parent/Guardians**

OCCUPATION	PERCENTAGE (%)
Small Scale farmer	35.5
Civil Service	1.5
Artisan	17
Petty Trader	18
Fishing	28
Total	100

Source: Field Survey, June, 2013.

These parents also compel their children to accompany them to work instead of allowing them to be in school. They do not work for income when they work with their parents but they are deprived of academic and social development. This therefore accounts for one of the reasons why child labour is prevalent in Ghana and it confirms the position of Nair, (2007) defines child labour as any child who engages himself in an income generating activity below the age stated by the ILO C138 who works physically or mentally at the expense of academic and social development can be called child labour.

Figure 4.1: Parents' Educational Level in Percentage



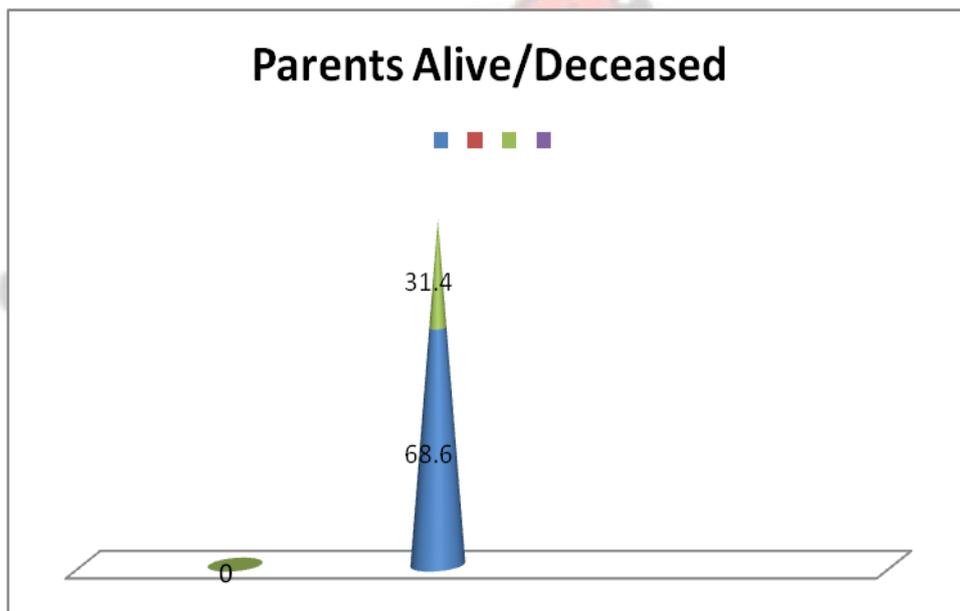
Source: Field Survey, June, 2013.

From figure 4.1, 53 percent of parents that were interviewed were illiterates, 7 percent finished second cycle institutions and 40 percent completed basic education and none had any tertiary education. This goes to buttress the point that the illiterate population is likely to encourage child labour.

In addition to the findings in figure 4.1, the study revealed further that, 31.4 percent of the children had lost their parents (28 percent had lost their mothers, 16 percent had lost their fathers) and some were not living with their parents but with their guardians.

Table 4.2 shows the behavior of this phenomenon.

Figure. 4.2 Living and Deceased Parents



Source: Field Survey, June, 2013.

Figure 4.2 shows that out of 156 children who were sampled 31.4 percent had deceased parents and 107 making 68.6 percent had their parents alive. It is therefore clear that some children are forced to work because they lost a parent. From the figure above, if 31.4 percent of children with deceased parents work to support surviving parent or guardian and themselves then it is clear that another major cause of child labour is the demise of parents (either fathers or mothers— especially mothers or both).

Plate 4.1 Child Fishing In Late At Adawso-Kwahu North



Source: Field Suirvey (May, 2013)

One important revelation from the study was the number of children living with their parents and those staying with guardians. This could be seen as a contributing factor to child labour.

Table 4.2 reveals that, 27.5 percent were staying with both parents, 17.3 percent with surviving parents, the remaining 55.2 percent stayed with either their employer or a family relation. This means that, more working children do not stay with their parents and also discloses the fact that majority of children who do not stay with their parents are made to work. This implies that the more children are made to stay with guardians other than their parents they are made to work to support themselves and families.

Table 4.2: Children Living With Parents/Guardians

Person child Stays with	Number of Children	Percentage (%)
Both Parents	43	27.5
Surviving Parent	27	17.3
Employer	31	19.9
Uncle	16	10.3

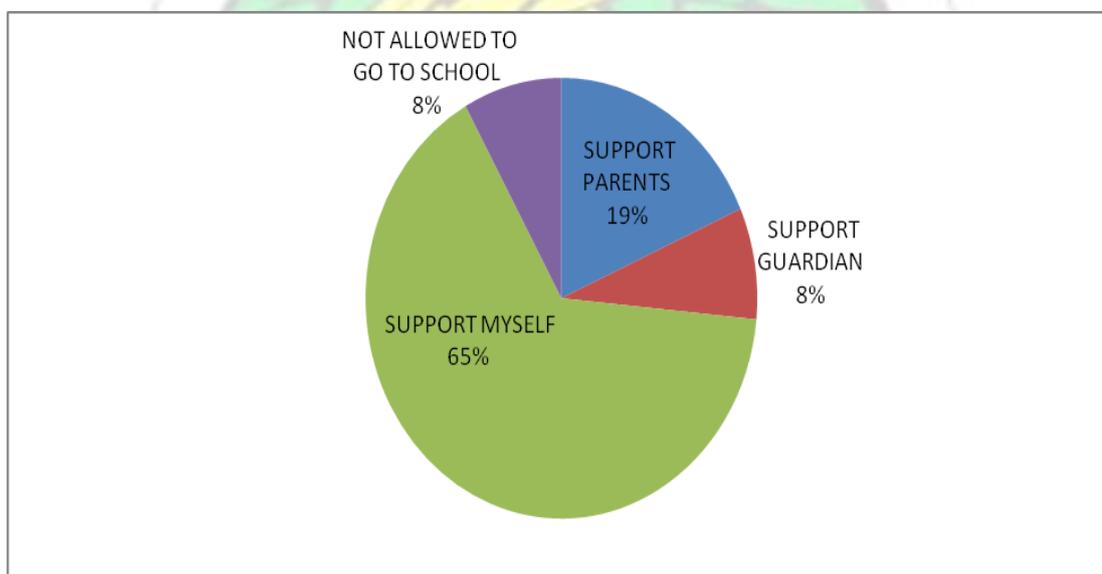
Grand Parent	12	7.7
Auntie	21	13.5
Parent's Friend	6	3.8
Total	156	100

Source: Field Survey, 2013.

Another unit of analysis that plays an important role in child development as revealed in Table 4.2 is the parent or guardian. However, lack of proper parental care in child development can lead to a number of problems which hinder the proper development of the child. If as many as 55.2 percent of the working children some of whose parents were deceased were not living with their parents then it is clear that children are compelled to work because of parental neglect. Children with deceased parents also fall into this category since their guardians decide to make them work to fend for themselves and the family.

The scenario in figure 4.2 means that, children were being made to work to support themselves and their guardians by virtue of where they stay.

Figure 4.3: Reasons for Working



Source: Field Survey, June 2013

As seen in figure 4.3, 65 percent of child labourers in all the age brackets were engaged in various forms of economic activities to ensure self-sustenance and livelihood of their siblings. If according to table 4.1, 55.2 percent who stayed with guardians and employers were made to work for self-sustenance, then another group of 9.8 percent of children who lived with their parents also work for self-sustenance adding up to the 65 percent. It therefore means that even children living with their parents are made to work to support themselves not just to add to the family's income.

In addition to the points made so far, the children sampled admitted during the survey that hunger was a major cause of children working in Ghana. Table 4.3 shows the responses of child labourers about the causes of children absenting from school. The table shows that, the child himself/herself is a factor in child labour and not only the parent/guardian or even the institutions/systems in place. According to the research some of the children stay out of school to work for food and money. This situation can be checked if the school feeding programme is intensified and well managed.

Table 4.3: The Child's Reason For Absenteeism From School

REASONS FOR ABSENTEEISM	NUMBER OF CHILDREN	PERCENTAGE (%)
In search of food (Hunger)	77	49.3
In search of money	31	19.9
General dislike for education	21	13.5
Parents take them to work	27	17.3
Total	156	100

Source: Field Survey, 2013.

Table 4.3 shows the child's reason for non-attendance to school. 49.3 percent attributed it to hunger and the search for food, 19.9 percent ascribed it to the search for money. This indicates that, the children themselves contribute to child labour. However, it is obvious from the data that, the 49.3 percent of children leaving school in search of food is as a result of poverty in their homes and their parents not being able to feed them

properly. They use the money to support themselves and families. In this case, both parent and child contribute to child labour in Ghana.

The situation depicted in Figure 4.3 goes to support the position of Marcus (1999), when he complained that families with insufficient incomes rather turn their children into child labourers. In times of financial difficulties and in situations where they cannot have access to any credit from anywhere basically because they cannot provide any collateral security, they resort to making their children find a job that will generate some incomes for the family. They consider the income of the child to be more relevant than the academic and social development of the child. Research findings from various countries now link poverty to child labour. Household units that have difficulties in supporting their children financially choose to make their children work if there is no other alternative.

4.4 Effects of Child Labour in Ghana

Child labour is distressing and harmful to the child. These child labourers do not have any training to enter into any profession in future. With insufficient schooling and training, children who work full time in their childhood days rather than being educated have limited future economic prospects as evident from the number of parents with working children sampled. 53 percent who admitted that they had never done any formal or non-formal education before did not see anything wrong with engaging their children in economic activities. Experts in child growth and development have explained that child labour can cause stunted growth in children. The persistent and consistent trauma the children go through at work hampers even their physical development. When a child squats for almost a whole day to make carpets, he becomes abnormally short out of deformity. In Ghana, children work in mines and stone quarries. When children are exposed to economic hardship they find themselves into all sorts of vices. The boys are likely to take to robbery and some of the girls could be engaged in Child prostitution risking contracting Acquired Immune Deficiency syndrome (AIDS) and many other forms of venereal disease, they suffer from low self-esteem and family detachment. There are several effects child labour brings on children and the development of the nation as a whole as they are the future leaders and development drivers.

Table 4.4: The Work Child Labourers Do

TYPE OF WORK	NUMBER OF CHILDREN	PERCENTAGE (%)
Fishing	79	50.6
Farming	45	28.8
Domestic Servant	15	9.6
Animal Rearing	10	6.5
Head Porter	7	4.5
Total	156	100

Source: Field Survey, June, 2013

Another revelation from the survey as shown in Table 4.4 is the work the children do, it was realized that, 50.6 percent spend a lot of hours fishing, whilst 28.8 percent spent time on the farms, 9.6 percent were domestic servants who were working to make ends meet. If this situation is allowed to continue the nation will have to deal with the problem of unskilled and semi-skilled labour in future. These children virtually spend their lives working to raise money for their upkeep. Although some of them are in school their engagement in economic activities are some of the causes for absenting themselves from school.

Table 4.5: Effects of Child Labour on the Child

EFFECTS OF CHILD LABOR	FREQUENCY	PERCENTAGE (%)
Emotional trauma	56	35.9
Poor academic work	49	31.4
Weak and sick	38	24.3
Experience for the future	13	8.4
Total	156	100

Source: Field Survey, June 2013

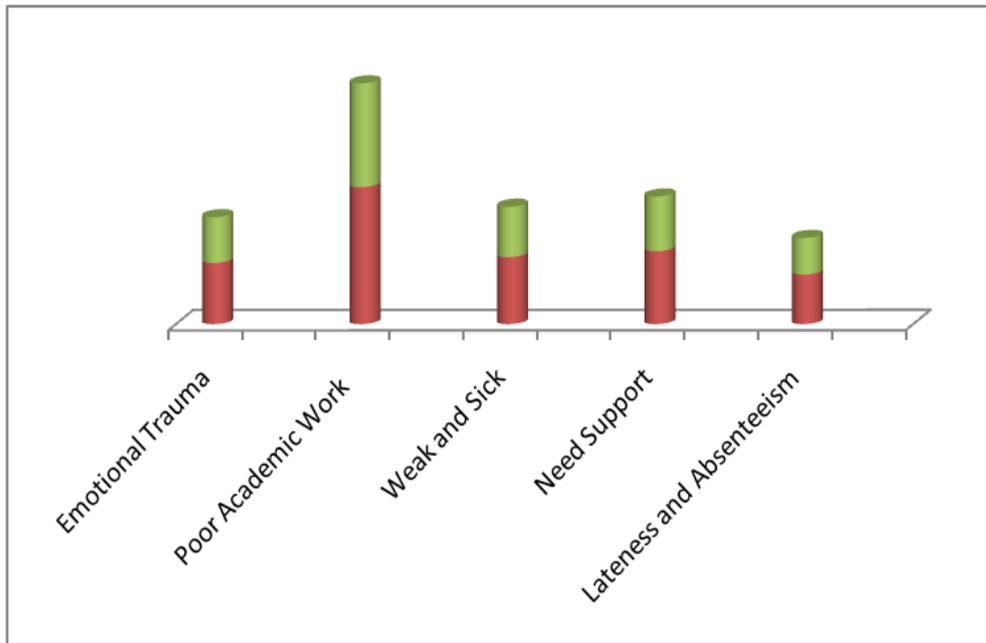
43 percent of the teachers sampled admitted that poor academic work is a determinant of the rate at which children work to fend for themselves. This is evident in the way they come to school looking very tired. Work is stressful and tiring even for the adult.

If the child who is supposed to use his energy to acquire knowledge and develop socially is now being made to combine work and school because of financial difficulties at home, it is obvious that it will hamper the academic effectiveness of the child and prevent him from concentrating in school. Some of the working children suffer a lot of maltreatment at the hands of their employers. It is very obvious that such children cannot concentrate on academic work, they either become unruly in an attempt to express what they go through at work or become timid and avoiding. The outcome is that they become incoherent with their academic work and eventually become a problem to the teachers.

In Figure 4.5, 35.6 percent of teachers agreed that Child labour is the major cause of poor academic work and 18.8 admitted that most of them need support by way of extra tuition. If those children are not encouraged to keep trying they develop the habit of hating school. This confirms details on Table 4.5 where only 8.4 percent said child labour helps in acquiring experience for the future. The remaining 91.6 percent admitted that engaging children in economic activities interferes with their development.

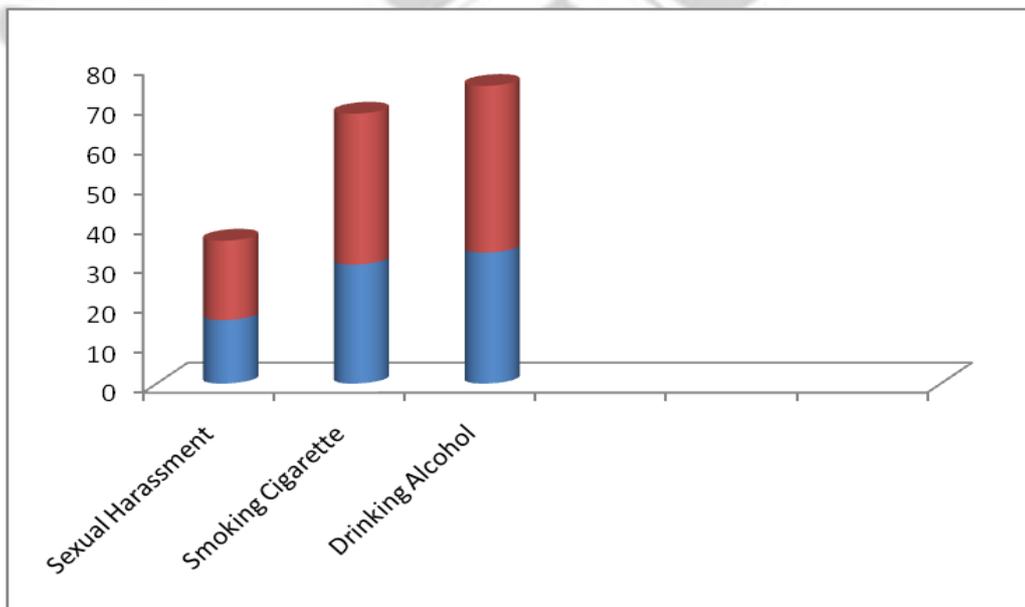
The picture created by Figure 4.5 confirms the position of Grootaert (1998) who stated in his report after his research in La C'ote d'ivoire that even when child labourers work for less hours it is still a disadvantage to the development of the child. Children develop well by learning and playing, to confine a child to the working environment against the wish of that child even for a few hours is not helpful and impairs the child's academic development, unless the work the child is engaged in is a form of training that will give him a profession in future. . Cody (2008) also complained in his report on child labour in England that children started working at 5 years old. These children worked in iron and coal mines from the age of 5 and most of them died before they were 25 years.

Figure 4.4 Academic Effects of Child Labour on the Child



Source: Field Survey, June 2013.

Figure 4.5 Vulnerability Of The Child



Source: Field Survey, June 2013.

Child labour makes the child vulnerable and susceptible to several bad habits. In Figure 4.5, It is clear that some of the children become victims of sex abuse and harassment, others are introduced to addictive habits like smoking and alcoholism. Some of these habits can become hazardous to their health and wellbeing since they are difficult to break.

Another perspective of this scenario was obtained from a survey of parents and guardians as well as the schools in the study area that were visited. It was revealed from the survey that due to the practice of child labour, poor academic performance was rampant and increasing for those who are even fortunate to be in school.

4.5 EFFECTS OF CHILD LABOUR ON ACADEMIC PERFORMANCE

Heady (2003), acknowledged that child labour in most developing countries is a problem in the rural areas. He added that most of the working children stay in school for an average period of one hour a week. This obviously is a disturbing and an alarming phenomenon. It is as a result of this that some of the parents and teachers who are community leaders in the District agreed that child labour is the major cause of absenteeism by the children from school and also the rate of academic effectiveness of the children. In order to establish the fact that child labour adversely affects school attendance in the study area, school attendance of the children was critically looked in the following selected basic schools in the District; Agordeke District Assembly Primary School, Bruben Juniouir High School and Donkorkrom Juniouir High School.

Table 4.7 contains the attendance of school children at Agordeke Primary School. The attendance for each of the two terms under review was 65. To be able to tell the number of days the children are expected to be in school, the number on roll is multiplied by 65. From the calculation that was done in percentages, the regular school turnout of Agordeke D/A Primary School ranges from 42.6 to 58.2 percent. Primary six recorded 55.2 percent during first term 53 percent in the second term. Primary five (5) had 50.1 percent in the first term percent and went down to 42.6percent in the second term. Primary four (4) recorded 58.2 percent in the first term and dropped to 55.8 percent in the second term

Table 4.6: Attendance of Agordeke D/A Primary School 2012/2013

Class	Number	1 st Term	1 st Term	Rate	2 nd Term	2 nd Term	Rate
	On Roll	Actual Attendance	Expected Attendance		Actual Attendance	Expected Attendance	
Six	Boys 3	124	195	63.6	143	195	73.3
	Girls 5	152	325	46.8	106	325	32.6

	Totals	8	276	520	55.2	249	520	53
Five	Boys	19	609	1235	49.3	556	1235	45.0
	Girls	24	794	1560	50.9	627	1560	40.2
	Totals	43	1403	2795	50.1	983	2795	42.6
Four	Boys	19	643	1235	52.1	675	1235	43.3
	Girls	25	1045	1625	64.3	1109	1625	68.2
	Totals	44	1688	2860	58.2	1784	2860	55.8

Source: Field survey, June 2013

It can be seen from Table 4.7 that the number on roll drops as the children move to upper classes, this is because some of the children drop out of school to commit themselves fully to work and some are transferred to other schools in the nearby towns that have more educational facilities. This was evident in the class registers. Class attendance figures for the third term were not available because these figures were compiled just when the second term had ended. From Table 4.7 it was very clear that the average attendance was very low. This goes to explain the negative impact child labour can have on school attendance. The more children stay out of school the more their academic work is adversely affected; this situation is even worsened by poor academic infrastructure and the number of unqualified teachers in the district.

The turnout of children at Donkorkrom D/A JHS and Bruben JHS are seen in Table 4.8. Number of days in school for terms one and two was 65, this was what was used in calculating projected attendance in percentages. Donkorkrom D/A JHS recorded 85 percent while Bruben JHS recorded 68.47 percent. Donkorkrom is the District capital and has a higher number on roll in school than Bruben, the higher number on roll obviously reflects in their school attendance rate compared to Bruben.

The school authorities however complained that, the bad period for school turnout is the third term, unfortunately, that is the fishing season, and the children use school going hours to fish.

Table 4.7: Attendance of some selected JHS in the District

Number On Roll Form		Donkorkrom D/A JHS				Bruben JHS				
		1 st Term Actual Attendance	Expected Attendance	2 nd Term Actual Attendance	Expected Attendance	Number on Roll	1 st Term Actual Attendance	Expected Attendance	2 nd Term Actual Attendance	Expected Attendance
1	Boys=109	5929	7085	5382	7085	Boys=59	2510	3835	2740	3835
	Girls=96	5510	6240	5119	6240	Girls=35	2021	2275	1866	2275
	Total=205	11439	13325	10501	13325	Total=94	5231	6110	4606	6110
2	Boys=120	6372	7800	7280	7800	Boys=145	3497	9425	3385	9425
	Girls=73	3846	4745	4031	4745	Girls=62	3029	4030	3051	4030
	Total=193	10218	12545	11311	12545	Total=207	6526	13455	6436	13455
3	Boys=138	8093	8970	7515	8970	Boys=60	2534	3900	2684	3900
	Girls=57	3561	3705	2766	3705	Girls=28	1768	1820	1793	1820

	Total=195	11654	12675	10281	12675	Total=88	4302	5720	4477	5720
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Source: Field Work, May 2013



The school attendance of the sampled schools points to fact that 46 percent of the 50 children who participated in a group debate informed the group that they do some work during school hours and as a result are being negatively affected academically, they complained that their consistent absence from school make them dislike school. It is very obvious that absenteeism from school has a negative effect on the performance of children in school.

Table 4.9 shows how schools in the kwahu North District performed in the BECE exams during the 2007 to 2009 academic year. In 2007 to 2009 the average pass was 27.7 percent and the best pass was 39.7 percent. It is obvious from Table 4.9 that there was some level of progress, but to measure up to good standards, the schools in the district performed very badly. The facts are clear that bad academic performance in the district was due to low level of school attendance, and the major cause of low school attendance in the District that contribute to the rather poor academic performance according to this research, is child labour. Some opinion leaders agreed that some of the reasons for poor academic results of schools in the District at the BECE level are child labour and lack of dedication to work from teachers.

Table 4.8: Students performance in BECE at Kwahu North District (2007-2009)

Year	Boys			Girls			Total
	Number	No. Passed	%	Number	No. Passed	%	
2007	550	62	11	430	25	5.8	16.8
2008	630	116	18.4	480	40	8.3	26.7
2009	968	254	26.2	510	69	13.5	39.7

Source: GES, KND, 2010

The frustrating and disappointing poor academic results coupled with parents' inability to pay school fees push the children into fishing, carrying goods as head potters, and farming, fetching water with donkey carts and pushing trucks which are the major activities the children do in the District for living. It is better to uphold the processes and principles of developing the human resources of the nation and do everything to stop child labour

As indicated in Table 4.9.1, 41.6 percent of the parents sampled agreed that child labour promotes social vices like stealing, burglary and armed robbery, prostitution and ‘streetism’ which adversely affect the life of the child and the community as a whole, 20.6 percent admitted that it adversely affect the academic work of the child, all the parents spoke on the negative effect child labour has on the health and future development of the child but admitted that major causes of child labour are poverty and parental neglect. If parents/guardians will be more responsible by doing their possible best to fend for their children, the children will be well groomed, well developed and grow to be responsible adults. These children go through lots of pain and they will live with the pain for the rest of their lives. They may end up developing hatred for their families and the communities in which they grow up. They become adamant, merciless and evil.

Table 4.8.1 Effects of Child Labor from Parents’ Perspective

EFFECTS OF CHILD LABOR	FREQUENCY	PERCENTAGE (%)
Social vices	65	41.6
Poor academic work	32	20.6
Weak and sick	28	17.9
Poverty in future	31	19.9
	156	100

Source: Field Survey, June 2012

Plate 4.2 Child Learning Lake Fishing From A Guardian At Adawso



Source: Field Survey (May, 2013)

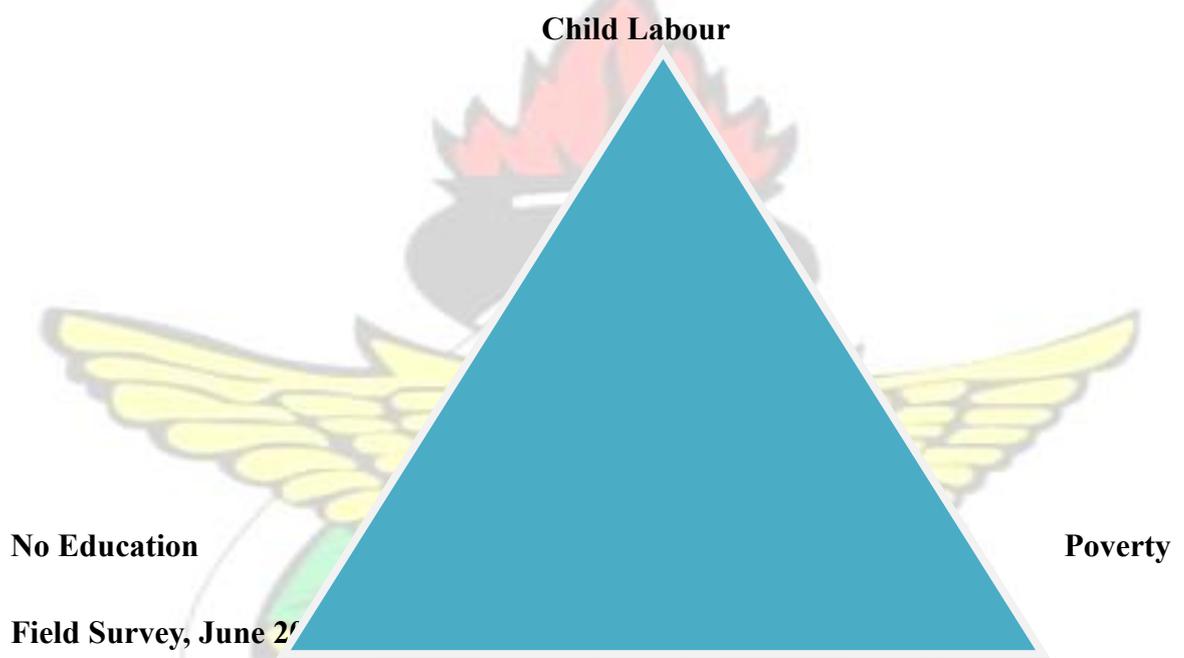
It therefore means that as more children are made to work to support themselves and families, it comes with its social cost like armed robbery, prostitution and all the social trauma that comes with them.

4.6 Assessment of Institutions Responsible for Addressing Child Labour in Ghana

Several social, economic and political dynamics have created the problem of child labour which has now become a very crucial global subject that world leaders are trying their possible best to manage. The world has now become a global village and trade among nations is very vibrant from all sectors. Children are transported from one country to another with the promise to find them jobs that do not even exist As trade and industry on the global scene become more intertwined so does inevitable occurrences like child labour also continue to happen. It is against this background that government bodies, institutions that are mandated to see to the welfare of children, human right groups, trade unions, law enforcement agencies and other civil society organizations have intensified their fight against the abuse of the rights of children who unfortunately find themselves working.

The study revealed a number of organizations and agencies that have been involved in combating child labour as well as guidelines and programmes that have been put in place to address child labour in Ghana. For instance, Ghana Cocoa Board, the Ghana Employers Association and Ghana Trades Union Congress have established child labour desks to mainstream child labour issues in their activities. This has been done in order to address child labour concerns in their undertakings. Again in the Ministry of Employment and Labour Relations, the Girl-Child Education Division has been set up to handle child labour issues and more especially issues relating to the girl-child.

Figure 4.6: The Poverty triangle of Child Labour



The Department of Social Welfare at Kwahu North District in collaboration with the District Assembly see to the implementation of policies formulated by the Ministries and agencies above to combat child labour

4.7 Summary and Conclusion

The much talked about cause of child labour throughout the country has been seen to come from the parents or guardians and little from the children themselves. According to the district profile, most of the people in the District are migrants from the Kwahu South District, Volta Region, Ashanti Region and the Northern Region of Ghana.

There are two main religious denominations in the district: Christians predominantly among the people from the Ashanti and Volta Regions and Kwahu South District and Muslims basically among migrants from the Northern Region.

These religious beliefs do not in any way contribute to the promotion of child labour in the district. It is rather caused mainly by poverty. This could be confirmed from the issues discussed above that, the major threat of child labour to the child and community at large is poverty.

In the next chapter, the findings of the research were analysed and the needed recommendations spelt out.



CHAPTER FIVE

SUMMARY OF KEY FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This final chapter seeks to identify the major findings the survey and literature review revealed and tries to relate these findings to the objectives of the study in a bid to monitor and evaluate the outcome of the study. It also provides appropriate recommendations that need to be implemented or adopted in an attempt to accomplish the objectives of the study by eliminating child labour in Ghana. This subject concluded with what needs to be done and creates the platform for a further study.

5.2 Summary of Key Findings

From the survey, the following major findings have been outlined. This has been done in line with the objectives of the study in order to match what the study has been able to achieve in relation to the research questions and objectives that were set out at the beginning of the study.

The major finding this research established is that the major cause and effect of child labour in Ghana is poverty. The financial constraints of families compel them to allow their underage children to work. It was seen that poor parents force their children to sell or do income generating activities to bring in income and food for the entire family. This made parents to over exert work load on the children for more income for the family.

Another area which showed evidence of child labour through poverty manifestation was children seen leaving school because of hunger. Children were leaving school in search of jobs in order to get money to buy food to eat. This was a manifestation of poverty at home and among parents.

Amid growing concerns of economic crisis across the globe, it is very pertinent to consider poverty and its impacts as well as causal factors in the economy. From the study it has been revealed that, continual poverty is a result of child labour on the child.

Poverty; the deprivation of access to basic social needs and amenities provides the basis for this assertion according to the literature reviewed earlier in this study.

It was seen that, children who were working were either not in school or performed very poorly in school. A continued effort in this activity will only cause these children to continue in their current state and are likely to let their children do the same. 17.3 percent of the children were not in school because their parents take them to the farm, 49.3 and 19.9 percent who leave school in search of food and money respectively and 13.5 percent who dislike school because they felt unaccepted and rejected by their fellow children because they work . This is a clear manifestation of poverty and deprivation of educational facilities; the 17.3 percent who were not in school will certainly join the number of illiterates the nation will have to manage in the next few years.

Plate 4.3 Lake Fishing By Children At Adawso



Source: Field Survey (2013)

It was also realized that, if not checked there will be an increase in child labour in low income (poverty stricken) homes, especially for poorer households in Ghana. This analysis is based on the number of children working because of poverty at home and they supporting themselves and their siblings. The study showed that 65 percent of the children were working to support themselves and siblings. For middle income homes, there is some proof that the effect of children working to support parents could be reduced in future, as only 1.5 percent of the children interviewed were from homes where parents have some level of education and were earning income between Ghs 1,500 and 2000, they form part of the 7.9 percent who said child labour helps to acquire skills for the future; so they did not work to look for food or money but to acquire skills that will help them in future.

5.2.1 Causes of Child Labour in Ghana

□ Deceased Parent(s)

The most painful reason for a child to work to fend for self-revealed by the study was children with deceased parents. It was realized that 31.4 percent of the children sampled had deceased parents; this situation has subjected them to working to support themselves and the incomes of the families. Children who lose their parents are more likely to suffer from child labour compared to those whose parents are alive. However the 68.6 percent whose parents were alive represented the majority that allowed their children to work to support their parents' incomes.

The study revealed that more than half; that is 55.2 percent of the places these children were staying was with their employers and other relations. Hence the higher risks of ensnaring children into child labour.

□ Illiteracy

Illiteracy is another important factor that was seen as contributing to child labour in Ghana. Among the parents who were alive and had their children working with an employer (Child Labour), 53 percent out of 156 parents were illiterates according to Figure 4.2. It was realized that though when children lose their parents they are forced into child labour; as indicated by the 31.4 percent of the working children; those who had their parents alive were also forced into child labour. This was as a result of illiteracy of the parent/guardian. The survey revealed that 53 percent out of 156 parents

who forced their wards into manual work were illiterates. This then suggests that illiteracy is a major factor contributing to child labour in Ghana.

5.2.2 Effects of Child Labour on the Child

□ Retardation in Child's Psychological Growth

As a child grows, it is very important for him/her to develop psychologically as well. This is a very relevant child development issue that needs all the attention as early as possible. Without this, the potential that the child might have in order to help develop the community will be stifled and thereby rendering the child a social and economic misfit as an adult or even a social nuisance.

However, child labour has been seen as a factor affecting the psychological and social growth of children. It was realized from the study that, 35.9 percent of the children were suffering from emotional and mental torture due to the distressing and tormenting circumstances they go through daily as they work to support themselves and families; 31.4 percent complained about poor academic work and 24.3 percent said they became weak and sick frequently.

5.2.3 Effects of Child Labour on the Community

□ Increase in Social Vices

According to the parents and guardians who were respondents, child labour is not only a family problem but a national challenge as well. It became known that, child labour promotes social vices. It breeds armed robbery, child delinquency, burglary, stealing and having “streetism”

Another issue that was realized was the incident of sexual harassment. It was realized that, employers of 16 of the girls in some cases, male children of the employers and guardians sexually exploited the girl child. Employers who sexually exploited the girl child, if they should give them money to prevent them from telling others, will in a way introduce them to prostitution, indicating to them that they could do that to make more money. This was seen as a social vice which must be dealt with drastically by law.

5.2.4 Institutions responsible for alleviating Child Labour in Ghana

The study revealed a number of institutions that were responsible for spearheading the efforts of child labour reduction in Ghana. It was also recognized that laws and

legislations have been formulated against the abuse of children and children being forced into child labour. However, the study showed that, much of the laws were not known to the public and some of the laws have not been enforced properly in support of children. Especially, it was realized that there was no law regarding street selling; only by-laws set by some districts and metropolitan assemblies. These have been a major setback in achieving a reduced child labour environment in Ghana.

Plate 4.4 Lake Fishing By A Child At Adawso



Source: Field Survey (2013)

5.3 Recommendation

Looking at the disadvantage of child labour on the child and community at large, there is the need to recommend policy options and alternatives that can be implemented to help reduce if not eliminate the adverse effects of this phenomenon.

The following recommendations have been grouped into short and long term interventions.

In the short term, the following have been recommended;

5.3.1 Mass Parent/Guardian Education

The Ministries of Employment and Labour Relations, Gender, Children and Social Protection, Labour Unions, Employers Association and all agencies fighting for the eradication of child labour, the ill-treatment of children and the responsibilities of parents/guardians towards the child should make parents and guardians aware of the consequences of engaging children in child labour. This is aimed at providing parents/guardians with the sense of responsibility to do their best for the upkeep of their children and, also guardians who look after children of dead relatives not to subject those children to child labour but rather inculcate the habit and the essence of education in the children.

5.3.2 Creation of Child Centers

Another area of attention is the establishment of child centers in all ten regional capitals by the government in collaboration with child labour international aid agencies. These centers are supposed to cater for children who do not have parents/guardians and are not in school but engaged in economic activities to fend for themselves. In these centers, the children should be provided with basic education depending on their level of previous education. It is however recommended here that, the type and approach of education to be adopted should be borrowed from the approach of School for Life. Children in the School for Life are taught in their local languages, when their performances improve they are then added to the normal educational stream. In this sense the children will feel involved in the academic work and will enjoy it better as compared to the orthodox approach.

In the long term, it is recommended that the following be looked at.

5.3.3 Enactment of New Legislations

From the analysis it is recommended that, all child labour units in collaboration with Parliament should enact new laws that will look at the various causes of child labour. It must be broad enough to cover the dynamism and growth of the menace of child labour and any aspect of child welfare that was not catered for by the 1992 constitution. Through this, the type of job, age limit as well as educational attainment of the child should be factored into the design of the law.

5.3.4 Enforcement of Current Legislations

From the study, it was revealed that, some of the laws were not fully understood by some parents/guardians and some heads of academic institutions and officers as well as advocates. This made enforcement difficult if not impossible.

Some of the laws for the protection of the child according Act 560 The Children's Act, 1998, that majority of the citizens are not aware of include;

Right to grow up with parents

5. Nobody should prevent a child from staying with parents and to be cared for in an environment of peace, unless declared by the court that living with his parents would;

–

- (a) Result to major abuse of the child; or
- (b) Expose the child to great risk; or
- (c) Be harmful to the right of the child.

Duties and Responsibilities of Parents

6. (1) Parents shall not deny a child of his welfare whether –

- a) The parents of the child are married or not at the time the child is born; or
- b) The parents of the child are together or not.

(2) All children have the right to life, respect, leisure, dignity, health, liberty, education and shelter from parents.

(3) All parents have roles whether by law or not towards their children, it includes the duty to –

- (a) Shield the child from any form of discrimination and to prevent the child from all forms of hazards;
- (b) Provide support and maintenance for the child and assurance of the child's life and growth;

- (c) Be certain that even when parents are not available the child will be put under the care of a competent and responsible person who is of age. Children below 18 months can only be only be put in the care of anyone who is 15 years and above.
- (4) Parents shall register their children with the names of both parents on the birth certificate unless when the father is not known.

It is therefore recommended that all child labour units and officers as well as advocates be educated on law enforcements by the judiciary and law practitioners. There are several child labour cases in Ghana and some of the places where these activities take place are so remote that it is even dangerous for implementers and enforcement agencies to step in and clamp down on these heinous activities.

5.3.5 Economic Empowerment of Parents

Poverty was seen as the main contributing factor to child labour in Ghana. Parents were poor and had to resort to engaging their children in labour. This affects their development and growth. It is from this background that, it is strongly recommended that, parents should be empowered economically. Parents/guardians of children especially farmers and fishermen (since they contributed about 63.5 percent of the children considered as child labourers), should be provided with extension support in the form of financial capital and human capital by the Ministry of Food and Agriculture. Parents/guardians should be educated and encouraged on the use of the formation of co-operations among themselves, out of those associations they can set up credit unions in order to support themselves financially without relying on their children who should be in school for financial support.

The measures to be considered include protecting families by helping family heads to acquire gainful employments. The protection of the vulnerable can also come from the communities and Non-governmental organizations who can provide some credit facilities to families to start some trade. When the family is financially sound, the children are well taken care of, they concentrate on their academic work and grow to become the responsible citizens they are supposed to be/ Without that the country will continue to grapple with this problem of child labour for as long as anyone can imagine.

5.3.5 Integrative Policy Planning, Formulation and Implementation

Planning for the reduction in child labour at the national level should be considered as an integrative approach as the rippling effects of child labour is widespread across board. Combating child labour by making every effort to eliminate it or drastically reduce it must be tackled together with developmental issues. Creating an enabling environment by building infrastructure both and social and educational, enforceable policies and programmes, achievable objectives as well as addressing the problem of poverty from the national level. When households earn more income the children are properly taken care of. Child labour is often a choice between life and death. Clearly, therefore, child labour cannot be eliminated simply by prohibiting it. This approach of integrative planning and intervention is greatly recommended. It is recommended that Parliament must take a serious look at the menace of child labour and enact stringent laws that will make it compulsory for every child below 18 years to be in school.

Policy integration and implementation on curbing child labour should be addressed by the Ministry of Manpower and Labour Relations, Ministry of Local Government and Rural Development, Department of Social Welfare, the Police Service, District Assemblies and all stake holders and non-governmental organizations should unanimously initiate the agenda of child right protection “otherwise the left hand does not know what the right hand is doing.” One major area of recommendation that needs to be tackled is to link the age of entering the job market to the age of completing compulsory basic school.

The government should focus on mutually reinforcing actions that are required in the following areas:

- All children must be given compulsory education until they attain the minimum age of entering the job market;
- Establishing programmes and policies that can help the poor out of poverty and also to give employable skills to family heads who are still employable.
- Putting in place workable systems for families to access credits with little or no difficulty.

5.4 Summary and Conclusion

From the analysis it was clear that child labour exists in Ghana and indeed it is a disadvantage to the child and the nation. The Government must empower all the agencies and Ministries that are associated with the welfare of children to be up in arms against this canker.

Offenders must be made to face the full rigours of the law to serve as a deterrent to others who are engaging children in all forms of labour. Parents and guardians must be informed on the ills of child labour and the need to give children education and help them to develop socially and mentally. When children are well educated and prepared to face the future they see a brighter side of life and so will not be involved in committing crimes and being a social misfit.



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APPENDIX

QUESTIONNAIRE ON AN INVESTIGATION INTO THE CAUSES OF CHILD LABOUR AND ITS EFFECTS ON GHANA.

QUESTIONNAIRE FOR PARENTS/GUARDIANS/TEACHERS

SECTION ONE;

PERSONAL DETAILS



1. NAME (Optional)
2. SEX a. male b. Female

3. MARITAL STATUS

a	Single
b	Married
c	Divorced
d	Widow/widower
e.	Age- Below 30 31-40 41-50 51-60 Above 60

4. OCCUPATION

A	Doctor
b.	Nurse
c.	Office Clerk

d.	Accountant
e.	Administrator
f.	Peasant Farmer
g.	Large scale farmer
h.	Fisherman
I	Fishmonger
J	Petty Trader
K	Carpenter
l.	Mason
M	Teacher
Other specify	

5. ARE YOU A PARENT/GUARDIAN 1. Yes 2. No

6. HOW MANY CHILDREN DO YOU HAVE?

AGES	BOYS	GIRLS
0-3		
4-7		
8-11		
12-14		
15-17		

7. HOW MANY OF YOUR CHILDREN DO NOT ATTEND SCHOOL?

a.	None
B	One
c.	Two
d.	Three

e.	Four
f	Other specify

8. Your Salary Range

a.	Below 500
B	505-1000
c.	1005-1500
d.	1505-2000
e.	2005-2500
f	2505-3000
g	3005-3500
h	3505-4000
i	Above 4500

9. HOW MANY OF THE CHILDREN ARE NOT STAYING WITH YOU?

a.	None
B	One
c.	Two
d.	Three
e.	Four
f	Other specify

10. HOW MANY OF THEM ARE WORKING TO SUPPORT THE FAMILY/THEMSELVES INSTEAD OF GOING TO SCHOOL?

a.	None
B	One
c.	Two

d.	Three
e.	Four
f	Other specify

SECTION TWO

1. DO THE CHILDREN IN YOUR COMMUNITY LIKE GOING TO SCHOOL
1. Yes
 2. No

2. IF NO, WHY?

A	They work to fend for themselves
b.	They work for parent/ guardian
c.	They play with other children
Other specify	

2. WHAT DO THE CHILDREN IN THE COMMUNITY DO WHEN SCHOOLS VACATE?

A	Attend vacation classes
b.	They work for parent/ guardian
c.	They work to support themselves
D	Play among themselves
Other specify	

3. WHAT TYPE OF WORK DO THESE CHILDREN DO?

a.	Household chores
b.	Fishing
c.	Farming
d.	Cattle rearing

e.	Mining
f.	Construction
g.	Hawking
Other specify	

4. WHAT ARE THEIR WORKING CONDITIONS?

1. Good 2. Bad

5. HOW IS THEIR WORKING ENVIRONMENT LIKE?

a.	Dangerous
b.	Hazardous
c.	Unhealthy
d.	Very good
e.	Healthy
f.	Neat
g.	Dirty
Other specify	

SECTION THREE

1. WHAT IS YOUR DEFINITION OF CHILD LABOUR?

a.	When a child is made to do all kinds of work
b.	When a child works to look after him/herself
c.	When a child works at the expense of academic and social development
d.	When children support their parents by working to earn some income

2. WHAT DO YOU THINK ARE THE MAJOR CAUSES OF CHILD LABOUR IN YOUR COMMUNITY?

a.	Poverty
b.	Single parenting
c.	Death of parent
d.	Divorce
c.	Illiterate parents/guardian
Other specify.	

2. DO YOU THINK CHILDREN MUST WORK TO SUPPORT THEIR PARENTS/GUARDIANS 1. Yes 2. No

3. IF YES, WHAT WORK SHOULD THEY DO?

a.	Household chores
b.	Apprenticeship
c.	Any work that parents ask them to do
d.	Fishing
c.	Farming
Other specify.	

WHAT WORK DO YOU THINK IS NOT HELPFUL FOR THE DEVELOPMENT OF THE CHILD?

a.	Fishing
b.	Apprenticeship
c.	Construction
d.	Mining
c.	Farming
e..	Quarrying
Other specify.	

4. DO CHILDREN IN YOUR COMMUNITY WORK INSTEAD OF GOING TO SCHOOL? 1. Yes 2. No

5. IF YES, WHAT WORK DO THEY DO?

a.	Fishing
b.	Apprenticeship
c.	Construction
d.	Mining
e.	Farming
e..	Quarrying
Other specify.	

WHAT DO YOU THINK IS THE REASON FOR CHILD LABOUR?

a.	Fend for self
b.	Support family
c.	To pay school fees
d.	To buy clothes
e.	Parents inability to care for them
f.	To support siblings
Other specify.	

6. WHAT DO YOU THINK ARE THE EFFECTS OF CHILD LABOUR ON THE CHILD?

a.	Poor academic performance
b.	Stress and tiredness
c.	Frequently sick
d.	No future for the child

c.	Living on hard drugs
e..	Child prostitution
f.	Teenage pregnancy
Other specify.	

WHAT EFFECT DOES CHILD LABOUR HAVE ON THE COMMUNITY?

a.	Continuous cycle of poverty
b.	Increase in social vices-armed robberies, prostitution etc
c.	Movement of the youth into the urban centers for non-existing jobs
d.	No good future for the community due the lack of academic development of the children who are the future leaders
c.	Lack of intellectuals to create jobs
e..	Increase in unnecessary strife over few community resources
f.	Breakdown in development due to lack of academic prospects
Other specify.	

THANK YOU VERY MUCH FOR MAKING TIME TO ANSWER THESE QUESTIONS



QUESTIONNAIRE ON AN INVESTIGATION INTO THE CAUSES OF CHILD LABOUR AND ITS EFFECTS ON GHANA.

QUESTIONNAIRE FOR THE CHILD WORKER

1. NAME (optional).....

2. SEX 1. Male 2. Female

AGE	
0-3	
4-7	
8-11	
12-14	
15-17	

3. ARE YOU PARENTS ALIVE?

parent	yes	No
father		
mother		

4. WHO DO YOU STAY WITH?

a.	Parent/s
b.	Auntie
c.	Uncle
d.	Grand father
c.	Grand mother
f.	Mother's friend
g.	Father's friend
h.	Friend

Other specify.	
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5. WHAT WORK DOES YOUR PARENT/GUARDIAN DO?

A	Doctor
b.	Nurse
c.	Office Clerk
d.	Accountant
e.	Administrator
f.	Peasant Farmer
g.	Large scale farmer
h.	Fisherman
I	Fishmonger
J	Petty Trader
K	Carpenter
l.	Mason
M	Teacher
Other specify	

6. ARE YOU WORKING? 1. Yes 2. No

7. IF YES, WHAT WORK DO YOU DO?

a.	Farming
b.	Fishing
c.	Selling
d.	Quarrying
c.	Mining
f.	Animal rearing
g.	Construction

h.	Trotro mate
Other specify.	

8. WHY ARE YOU WORKING?

a.	To cater for myself
b.	To support my parent/guardian
c.	To support my siblings
d.	No one to provide for me
c.	To raise money for my school fees
f.	To buy clothes
g.	For feeding
h.	I am forced to work
Other specify.	

HOW DID YOU GET THE JOB?

a.	My parent/guardian got me the job
b.	On radio
c.	On tv
d.	Through a friend
c.	Through a relative
f.	Myself
Other specify.	

9. ARE YOU SCHOOLING ASWELL? 1. Yes 2. No

10. IF YES HOW DO YOU COMBINE THE TWO?

a.	I work before and after school
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b.	I work only in the morning before I go to school
c.	I work only on weekends
d.	I work after school
Other specify.	

11. WHEN YOU GO WRONG AT THE WORK PLACE WHAT KIND OF DISCIPLINE DO YOU GO THROUGH?

a.	Starving
b.	Beating
c.	Suspension
d.	Do extra work
c.	Dismissed from work
f.	My income is suspended
Other specify.	

12. DO YOU SUFFER FROM ANY OF THE FOLLOWING?

a.	Sexual harassment, from who?
b.	Forced to smoke, by who?
c.	Forced to take hard drugs, by who?
d.	Forced to drink alcohol, by who?
c.	Forced to work outside official working hours, by who?
Other specify.	

13. ARE YOU PAID FOR THE WORK YOU DO? 1. Yes 2. No

14. IF YES HOW MUCH IN A MONTH?

a.	Below 20 cedis
b.	Between 30 and 50 cedis

c.	Between 60 and 80 cedis
d.	Between 90 and 110
c.	Between 120 and 140
Other specify.	

15. IF NO, WHY?

a.	I am working to pay my parent's debts
b.	I am working for a family member
c.	I will be paid only after I have completed serving
d.	I will be released after some years of serving
c.	My parent/guardian takes the money
Other specify.	

17. WHEN YOU ARE SICK HOW ARE YOU TREATED?

a.	Sent to the health post
b.	Given herbal treatment
c.	Nobody cares what happens to me
d.	I take care of myself
c.	I am sent to my parents/guardian
Other specify.	

18. WHAT DO YOU WANT TO BECOME IN FUTURE?

a.	Doctor
b.	Lawyer
c.	Politician
d.	Teacher
f.	Nurse

g.	Business person
h.	Larger scale farmer
i.	Tradesman
J	Contractor
Other specify.	

19. WHAT IS YOUR WORKING ENVIRONMENT LIKE?

a.	Peaceful
b.	Enjoyable
c.	Dangerous
d.	Hostile
f.	Offensive
g.	bad odour
Other specify.	

20. WHAT EFFECT IS THE WORK HAVING ON YOU?

a.	Bad academic work
b.	Always sick and tired
c.	Always sad
d.	I feel I do not have a future
f.	My life is being wasted
g.	I am making more money
Other specify.	

21. IS CHILD LABOUR GOOD FOR THE CHILD? 1. Yes 2. No

22. IF YES, WHY?

a.	It puts money in the pocket of the child
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b.	Helps the child to take care of personal effects
c.	Helps with parental support
d.	Helps to support siblings
c.	Helps to learn a trade
Other specify.	

23. IF NO, WHY?

a.	It is against the right of the child
b.	It encourages the cycle of poverty
c.	The child does not have any future
d.	It is too stressful on the child
e.	It is dangerous for the child
f.	It affects academic and social development of the child
Other specify.	

24. IF NO HOW CAN IT BE STOPPED?

a.	Parents should be more responsible
b.	parents should encourage children to go to school
c.	Employers should stop employing children
d.	Child protection laws should be enforced
e.	Child employers should be arrested
f.	Parents who do not see to the welfare of their children should be arrested
Other specify.	

THANK YOU VERY MUCH FOR MAKING TIME TO ANSWER THESE QUESTIONS

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