

The Effects of Child Labour on Education in Dipah Community in the Nanumba North District of the Northern Region

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Abstract: Education is the key element in the prevention of child labour, at the same time child labour is one of the main obstacles of education at the basic level. Child labour has assumed alarming proportion the world over and most especially in the developing world. Literature indicates that child labour is the main obstacle of human resource development which is a necessary ingredient of national development. The study looked at the effects of child labour on education in Dipah in the Nanumba North District; the study relied on data gathered from the secondary sources and primary data from the field to do the analysis with the help of interviews, questionnaire and focus group discussion. The results of the study indicate that Child labour is considered as a normal practice and indeed healthy to the proper upbringing of the child.

Keywords: Education, Child Labour, Literature, Obstacles, Alarming.

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Chapter One Introductory Background Background

Current studies have shown that child labour is a social problem associated with the rise of industrial production and capitalism. During the industrial revolution of the 18th century in Great Britain it was easily visible and began to oppose by the majority. It was one of the biggest scandals of the 19th century, which is spreading to other countries as they industrialized (Shahrokhi, 1996). In recent times, many people are of the increasing demand for educated work force which has given the upper class the chance to rule over the poor, whose parents cannot afford to send their children to schools and hence the children are left with no option than to work in mills, factories, mines etc.

In mines, children were to crawl through tiny pits to reach the coal face and to operate on the ventilation port. In mills, this child workforce grew annually. Out-working others and long working hours with more intensity was the dram each child had, and this would mentally challenge them (UNICEF, 1994). This issue of child labour is not confined only to the industrialized world. Child labour is a widespread problem in developing countries as well. When children under age work, their labour time disrupts their schooling and majority of cases prevent them from attending school.

The international labour organisation (ILO) a UN body estimated that, some 120 million children in developing countries between the ages of 5 to 15 are working full time, with another 130 million working on half time bases. Some 61% of these 250 million working children, or 153 million, live in Asia, while 32% or 80 million live in Africa and 7% or 17 million live in Latin America. Although Asia has the largest in number of children labourers, in relative terms, Africa has the largest child labour rate, estimated at about 41% of all children between 5 and 14 years old (Todaro *et al.*, 2009). Worldwide it is estimated that 215 million children are in child labour and over one million of the figure are not in school (school dropout) and about 27 million children worldwide are still in various forms of slavery.

In the case of Ghana, about 1.3 million children are in child labour and 240 are in various forms of slavery (ministry of gender, children and social protection, 2013)

The above statistics indicate the intensity of child labour and the need to address it in order to eliminate its negative consequences on human capital development and the future growth potential of developing countries. It is necessary to draw a distinction between child labour and child work, where child work is not harmful and probably a healthy kind and includes helping household in various choices and household activity. The household activities may take place after school hours or during holidays more intensively and probably unavoidable in rural areas. ILO's minimum age convention authorizes the employment of children above 12 or 13 years in certain type of light work such as distributing newspapers under certain conditions (ILO, 1995).

The non-school attendance rates in Ghana are very high with wide gender disparities. The Ghana living standards survey report (1995) indicates that, attendance rates are generally high in all localities except in rural savannah. While the rates range as high as 97.0% in other localities, in rural savannah it is 63.5% for males and 56.6% for females. The three regions of the Northern part of Ghana have the highest illiteracy rates in the country, with Upper East having 76.5% of the population (15 years and older) being totally illiterate.

The corresponding rates for Northern and Upper West Regions are 76.2% and 73.4% respectively. The three Regions in Northern part of Ghana are very seriously handicapped in almost every human development indicator including education. Of the three least literate regions, Northern has one of the worst educational records, falling behind the Upper East and Upper West in many literacy and enrolment criteria from primary to tertiary levels. With Dipah community which is located in the Nanumba North district of the Northern Region, with the total population of 2064 as in 2012 and now has a total population of 2081. The Dipah community has a very high illiteracy rate. 72.1 % of the population are totally illiterate. The Dipah community of the northern region is seriously handicapped in almost every human development indicator including education.

Problem Statement

Several reports have been written on child labour and in these reports there are clear concerns about the effects of child labour on children's education and its long term consequences on human capital development. There are reports on daily basis about the situation where children of school going age are engaged in active work at the expense of school. There are even some parts of the country where access to education at the basic level is too low and in most cases continuously underserved. The northern region records a persistently lower school attendance rates than the national average. Generally, attendance rates in the northern region for males are higher than that of female with records of 63.5% as against 56.6% for females, but the differences are minimal at both the national level and local level. The situation at hand can partly be blamed on social problems like child labour. Stakeholders, teachers and other concerned people in the study area complain about irregular attendance to school by children and this certainly affects the output in terms of the results. Most parents in this area are mostly farmers and sometimes turn to use the children to help them in their farm work which seriously affect school attendance. Low literacy rate of parent is also an issue that compounds the problem. According to the UNICEF office in Ghana, in some northern districts and communities less than 50% of teachers are qualified and less than 40% of primary school- aged children attend class.

Poverty is also a problem or reasons why children of school going age work. Although Ghana provide free compulsory basic education, it does not mean that education is totally free. This is because, associated fees for schooling such as costs for uniforms, text books, transportation and sometimes too much demand from teachers, are a huge burden for people who are poor. Some children do not attend school because their parents could not afford to pay the levies charged by the schools. According to (UNICEF,2006) despite the policy of free compulsory basic education in basic schools, many districts charge levies as a means of raising funds, for example, for school repairs cultural and sporting activities. This has greatly contributed in preventing many poor families from sending their wards especially girls of school going age.

Also Socio-economic factors contribute to low attendance in schools especially girls. For instance as many poor families find it difficult to make a living, mostly girls play an important role in the survival of household. Girls contributes by working at home (household chores and taken care of younger siblings) or working outside for money for the upkeep of the household. Mostly in northern Ghana, girls have been sent to their aunts to live and help them in their business which lead to the drop out of these girls from school. This is because some of these aunties particularly the old ones do not have money to pay for the education of these girls.

The joint efforts of the government, voluntary agencies and international non-governmental organizations (NGO'S) in Ghana have employed their resources into improving the education of many of the children particularly in the northern Ghana. The objectives of the millennium development goal (MDG) which are reflected in the poverty reduction proposals of Ghana poverty reduction strategy (GPRS 1) includes raising the access of all nation's children and youth to a defined minimum of basic education unaffected by the particular economic situation of their parents or guardians. There is however the need for more interventions if this problem of child labour would be reduced or completely eradicated in Ghana and particularly in the study area (Dipah). The causes of this problem are diverse and need diverse solutions from different angles. In taking the above issues into considerations the problem of child labour in the study area (Dipah) needs to be given more attention. Besides, a lot of studies have been conducted the problem still exist. In other to solve the problem there

is a need to have clearer understanding of the nature, causes and tendency of child labour. Therefore the effects of child labour on children's education calls for more investigations.

Research Questions

In the light of the above discussion, four questions are posed which the study will seek to tackle.

1. What are the various age groups of children engaged in child labour in the study area?
2. What factors motivate parents to allow their children to engage in child labour in the study area?
3. How does child labour affect the attendance, and performance in the study area?
4. What kind of recommendation should stakeholders adopt to address the challenges of child labour?

Objectives of the Study

The main objectives of this study is to research and understand the changes of child labour, assess the degree to which it has affected children's education in the study area(Dipah) and to suggest policy recommendations to improve human capital development which is very important to national development and growth.

Specific research objectives

1. To examine the various age group of children engage in child labour in the study area (Dipah community).
2. To examine the factors that motivate parents to allow their children to engage in child labour.
3. To examine how child labour affect the attendance and performance of children in the basic school.
4. To suggest recommendations that will be adapted by stakeholder to address the challenges of child labour.

Scope of the Study

Among the ten (10) regions in Ghana, northern region is the largest with 20 districts. Among the numerous districts, Nanumba North District of which Bimbila is the district capital. Dipah our study area is a farming community under Nanumber North District on a branch road that links the main road from Yendi to Bimbila at a distance of 7 kilometres from Makayelli. Considering the road, Dipah shares common boundary to the north with Nakpa, to the south with Makayeli to the east with Terigu and to the west with Juanayelli. Socially, the level of education in Dipah community is not encouraging due to low level of interest of parents in education, though there is a primary and J.H.S block to cater for their early educational needs in the community yet parents prefer giving their wards out for marriage (especially girls) and working in farms than going to school. The school register of the J.H.S reveals parents low interest in their wards education.

Relevance of the Study

Every country future is embedded in their children and this can only be achieved if the children are well equipped with adequate skills to enable them take over from the aging population. This study is expected to throw more light into problem of child labour in our society especially in the study area. It also aims at bringing awareness of the issues to the local community and how to address them. Base on the findings of this study authorities concern will get to know the level of the problem in the study area. Our recommendation base on the issues at hand if were implemented can help reduce the effects of the problem of child labour in the study area. The study is aimed at helping to re-enforce the need for

appropriate enforcement mechanisms to safeguard the exploitation of children at the expense of the future. The findings of the research and recommendations will help estimate increase in the study area and call for more research work to be done.

Research Methodology

Methodology is an integral part of any research work to ensure the credibility of the research. Appropriate methods, techniques and tools were used to ensure accuracy and reliability of the work, both primary and secondary data was employed to help achieved the objective set on the effect of child labour on education. Primary data was collected using structured questionnaires, key-informant interviews, focus group discussion. A design was employed to collect data from targeted respondent. The study population consist of, key informants (head teachers, circuit supervisor, assistant director in charge of basic school, PTA/SMC chair persons assembly man), four teachers that is two from the primary and two from the JHS one male one female each if any, 24 children from the upper primary and JHS two from each class, one girl one boy and 24 parents.

Sample Methods

The group used both probability and non-probability sampling methods to gather quantitative and qualitative data from the study area. Fifty-eight respondents were selected for the study to respond to questions that addresses the research questions.

Probability Sampling

This type of sampling is based on probability rule that is every unit of the target population has an equal chance of being selected as part of the sample. It mostly use high level of reliability, high degree of responsiveness and high generalizability.

Simple random sampling

In this sampling, sample units are selected by means of a number of methods like lottery method, pricking blind folded or by first letter. This method was used to select 24 students from both the upper primary and the JHS to respond to the issues affecting child labour in the community. Every student numbered 3 after the first student selected was picked until the right sample size was obtained. These children in turned lead us to their parents to be interviewed.

Non probability sampling

It is a type of sampling that makes no claim for representativeness, as every unit does not get the chance of being selected. It is the researcher who decides which sample units should be chosen.

Purposive Sampling

It is a process where by a researcher intentionally select an individual who is supposed to be knowledgeable in the subject matter. The group used this method to get information from six key informants and four teachers from the school.

Source of data

The group gathered data from both primary and secondary sources.

Primary sources

Data was gathered from key informants, household heads, teachers and children with the help of interviews, questionnaires and focus group discussion.

Secondary source of data

This included data from the district education office (Director in charge of basic schools) Nanumba North District. Data was also sourced from books, articles journals and literature on the effects of child labour on education.

Mode of data collection

The data requirement for this research was grouped under qualitative and quantitative data, and this was obtained from primary and secondary data sources, questionnaires, interviews and focus group discussion was employed. Primary data and secondary data was also extracted from literature, books, journals, internet and education office (director in charge of basic schools) Nanumba North District.

Data collecting tools

The study will use interview schedule as its instrument to collect the data from the respondent's thus general community members and some key informants. This instrument was considered most suitable for the study because the instrument can easily be used to collect information from respondents who are illiterates. Structured Interview schedule as used is also an effective tool for solving both problems by scheduling interview both quickly and optimally. It also gives the researcher an orderly format for retrieving data from the respondent. It also comprises open and closed ended questions (Sarandakos, 1998). However, it has its own limitation in this study because it did not allow the researcher to probe or prompt for clarification in questions where the respondent is in difficulty. Again it does not permit the researcher to collect additional information that is not captured in it while being completed (Sarandakos, 1998).

The study also used focus group discussion aid explores the effects of child labour in Dipah. A focus group discussion was organised for four of the teachers selected to help provide information concerning the effects of child labour on education in Dipah. The rationale for the four selected teachers, is the fact that they were people or teachers who had knowledge about the existing issues concerning child labour and have existed in the school since its establishment.

Questionnaires

There was three set of questionnaires administered, the first set was responded by the six (6) key informants, second set was responded by twenty-four parents (24) (household heads) and the third and final set was also responded by twenty-four (24) children.

Focus group discussion

Focus group discussions was organised for four of the teachers selected to help provide information concerning the effects of child labour on education in Dipah.

Interviews

Structured interviewed was also organised for the parents, teachers who took part in the focus group discussions and the children for an in-depth understanding of the situation on the ground.

Sample Size

The sample size for the study was 58 respondents. The choice of the sample size will be guided by a number of factors stipulated by Sarantakos, (1998), on the importance for sampling in a study. According to Sarantakos, (1998) sampling is very important because in

many cases a complete coverage of the population is impossible to study. It is also thought to be more economical to sample than taking the whole population since fewer people are involved and requires fewer experts, printed materials and general costs. The division of the respondents for the study included the following six key informants, four teachers from both primary and JHS, one male one female to prevent bias, also twenty-four (24) school children that is four each two girls and two boys for upper primary and JHS, through the children the group had access to 24 parents, in all fifty-eight (58) respondents were studied.

Data Analysis and Presentation

Based on the nature of data that was collected, a combination of data analysis technique was employed in the analysis. Both qualitative and quantitative methods was also employed in the analysis of data. Some inferential statistical package for the social sciences (SPSS) software was used to analyse data collected from the study area. Results from the analysis was presented using tables and charts. Mainly, variables such as household income, educational background of household, employment status was measured. Cross Tabulations was used in the presentation of findings on the relationship between some of the variables.

Limitation of the Study

Certain unavoidable challenges, which are anticipated in the course of our study and action to remedy them, are outlined below.

- ❖ Language barrier may be a problem, but then, the group will employ the service of an interpreter with basic qualification of secondary school education and living in the community.
- ❖ Household heads were not be able to give information on their monthly income since most of them are not on monthly salaries and they were not also able to give accurate expenditure on their children's education. However, other household data critical to the study was be obtained.

Organization of the Study

The research is been organized into five chapters. The first chapter introduces the research, identifies the key problem under investigation, and asks the important research questions. It goes on to state the specific objectives for the study, outlines the limitations of the study, and provides the research design adopted by the group in the study. The data requirement and the sources of such data, the tools used in collecting data, the techniques of sampling employed, the framework for data analysis and reporting are also outlined. The importance of this chapter is to introduce the study form start to end.

Chapter two contains the profile of the study area. This will give in-depth information about the study and provide the reader a context for the study.

The third chapter presents a review of literature on the topic and relevant definition of key terminologies. The theoretical and historical information are also found in this chapter.

Chapter fourth contains explanation of data collected from the field in terms of the socio-economic background of the respondents in the study area, data analysis and presentation of findings. The importance of this chapter lies in the fact that it provides cleaned and analysed data that add new knowledge to stalk of knowledge on a phenomenon. Chapter four is where the findings of the research are showed and related to previous research work in that area, bring out similarities and difference with findings of previous research.

The final chapter, which is chapter five contains the key findings of the study and a set of recommendations and a wider and general conclusion for the study. This chapter is very important to the study because it discloses information, which was unknown and therefore adds to the existing body of knowledge.

Chapter Two
Community Profile
Introduction

Community profile is a summary of baseline conditions and trends in a community and study area (climate of community). It is an attempt to describe a particular community or neighbourhood. This profile will capture the following headings; natural resource base and environment, population’s characteristics, population dynamics, social development, education and health, economic development, agricultural production, industrial activities and commerce, historical and local governance and tradition political system.

Location

Among the ten (10) regions in Ghana, northern region is the largest with 20 districts. Among the numerous districts is Nanumba north district of which Bimbila is the district capital. Dipah our study area is a farming community under Nanumba north district on a branch road that links the main road from Yendi to Bimbila at a distance of 7kilometrs from Makayelli. Considering the road, Dipah shares a common boundary to the north with Nakpa, to the south with Makayeli to the east with Terigu and to the west with Juanayelli (field survey 2018).

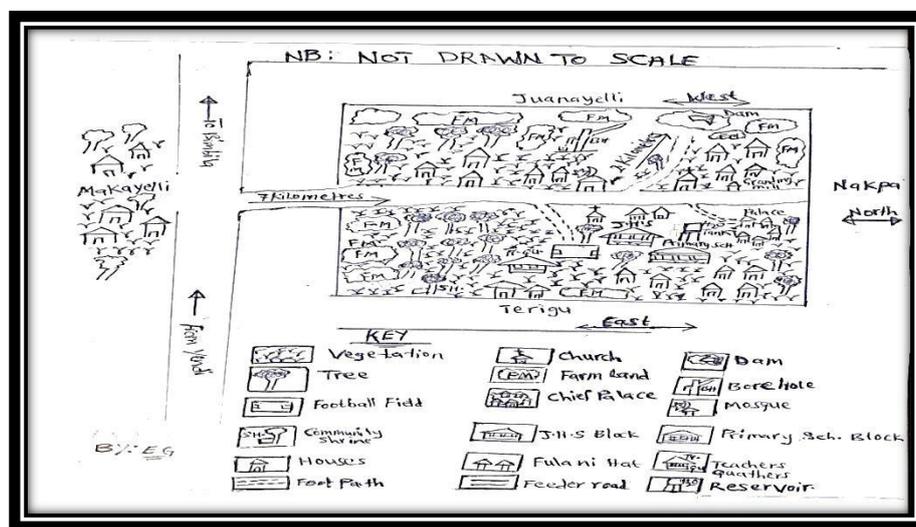


Figure 2.1. Community Layout/Map; Source: Field Survey, 2014

Natural Resource Base and Environment

Dipah is a farming community which has a gently slope and flat land with the rocks been sedimentary type.it has good drainage system due to the gently slope nature of the land. The nature of the soil enhances farming activities since it is well drained with a good water holding capacity to support plant growth such as tubers, legumes, roots and cereals.

The community lies in the interior guinea savannah belt and hence experience two seasons annually. Mean wet season is 1500mm with mean dry season been 1200mm at temperature ranges from 20c to 36c. This revealed the picture of the vegetation and soil of the community being guinea-savannah and sandy-loam respectively (TTFPP, 2017).

Populations Characteristics

According to the survey conducted by the group, the population size of the community was found to be 2064 with 958 males and 1106 females. With reference to this, Dipah has an average house hold size of 12(twelve) and room occupancy of six (6) persons per room. However this year's survey conducted reveals that the community has a population of 2081 with 965 males and 1111 females. It was also discovered that the ages 0 – 10 forms the majority of the population which is a valuable assets to the community as far as the Future labour force is concern.

Population Dynamics

From the survey conducted by the group during the TTFPP 12 on population characteristics, it was revealed that the population of Dipah has increased from 2064 to 2081, owing to not only the polygamous marriage system practice but also immigration among other factors. The following is the breakdown of the change in population figure: birth 28 persons, immigration 12 for marriage purposes and farming activities in the community, emigration 10 people due to Job opportunities and lack of social amenities. And finally 11 people unfortunately pass on the line of their silent Fathers. The population dynamics include immigration, emigration, death and births (TTFPP, 2017).

Social Development

There are plurality of religions in the community namely Christianity representing 38.8% of the total population, with 11.6% of the total population being Islam, also with 49.6% of the population being African Traditional Religion (TTFPP, 2017). There is one major ethnic group in the community which is Konkomba and they practice patrilineal inheritance. Common upheld values include:

- Bowing down when greeting an elderly person
- Children holding the bowl when eating with elderly person
- Entertaining visitors with guinea fowl.
- Children helping the aged with load

Their taboos remain the same, these include:

- Cutting certain trees is not allowed e.g. dawadawa, and Shea-nut.
- Night whistling is not allowed
- Having sexual intercourse in the bush is prohibited
- Strangers are not allowed to enter their shrine without being led by the Tindana (earth priest)
- Having sex with a married woman is not allowed.

Education and Health

Education

Education is the bed rock for the development of every community and Ghana as a whole. The level of education in Dipah community is not encouraging due to low level of interest of parents in education, though there is a primary and J.H.S block to cater for their early educational needs in the community yet parents prefer giving their wards out for marriage (especially girls) and working in farm than going to school (TTFPP, 2017).

Health

The community has no health centre hence resort to Makayili health centre at a distance of 14km. Due to the distance and the nature of the road, the health status of the people in the community is highly at risk, there has been series of instances where most people lost their lives during emergencies (woman in labour, snake bit, motor accident and complicated

malaria etc.) Hence the need for intervention from development agencies to avert the present predicament to preserve the labour force for mother Ghana (TTFPP, 2017).

Economic Development

The major economic activities of the people of Dipah are farming, sheabutter extraction, petty trading, charcoal burning, pito brewing, and Apeteshie distillation, among others. A survey conducted by the group revealed that the majority of the people get their income from the above mentioned economic activities. The following can be grouped into two (2) broad categories; Agricultural production, industrial activities and commerce.

Agricultural Production

The people of Dipah community cultivate various types of crops and rear different kinds of animals to satisfy their needs. The common crops cultivated in the community include; yam of different varieties, cassava, Bambara beans, pepper, rice, tomatoes, among others. The farming systems practiced by the people are mixed farming, crop rotation and mixed cropping. Most farmers' practice subsistence farming hence productivity is usually low due to poor farming practice (the use of inorganic fertilizer etc.) and lack of credit facility. Therefore the major sources of income to financing their agricultural activities are plough back farming and friends.

Land acquisition and ownership are mainly through inheritance. This is because every piece of land in the community is owned by the family head and not any other person. However land may be given to individuals on temporary bases for farming (TTFPP, 2017).

Industrial Activities and Commerce

Aside the farming which is the major activity in the community, other rural activities that boost the economic standard of the people include Shea-butter extraction, akpeteshie distillation, pito brewing, charcoal burning and petty trading. Because of lack of credit facility and poor managerial skills low annual income is realized. Consequently low standard of living.

Social infrastructure plays a vital role in terms of development of every community in the country but Dipah lack most of the infrastructure enjoyed by other communities in Ghana. Some of the infrastructure include, health care centre place of convenience (toilet facility), good road network etc. However the social infrastructure enjoyed by the community include school block (St Patrick Primary and a new constructed J.H.S, water reservoir) seven (7) boreholes of which five (5) are functioning and finally the commission electricity.

Historical and Local Governance

History has it that all Konkombas originated from south-western part of Togo and settle in the eastern part of the Northern Region of Ghana precisely Yendi after which they later dispersed.

According to the elders of the community after the dispersion, the people of the present day Dipah first settled in a community called Kpajie which was owned by the Dagombas. As time went by and they increased, there lived a man among them who was a farmer and a hunter as well, according to the elders this man set a trap and caught a lion and as of the time the man went to his farm the lion was dead. This as a result brought about serious spiritual repercussion such as pre-migrate to the present day Dipah. Dipah which literally means "growth" was first settled by Botatib (TTFPP, 2017).

Traditional Political System

Dipah community is a centralized traditional political system with the chief being the highest authority and occupies the top level followed by Wulana, Utinda, council of chiefs and family heads/ community members.

Mode of selection of Chief is an ascribe one. With respect to the modern political system Dipah has an Assemblyman who represent his people in the formulation of policies at the district level (TTFPP, 2017).

Chapter Three

Literature Review

Introduction

Literature review is a compilation of previous research and writing on a particular topic. It provides a critical analysis of research and writing through summary, classification, comparison and evaluation. This literature will capture the following headings; definition of Child Labour by UNICEF, International Labour Organization (ILO) and the Ghana Statistical Service (GSS, 2003). It will also include, History of Child Labour, Causes of Child Labour, Magnitude of the problem, Effects of Child Labour, Efforts in addressing the problem of Child Labour and Lessons Learnt from the Literature.

Child Labour

Child Labour has no single universal accepted definition. Child Labour is regarded as a social construct which differ by actors, history context and purpose (Weston, 2005).there are differences that constitute in child labour. For example, the World Bank describes child labour as a 'serious threat' from the point of view of the harm it can do to long term national investment (Weston 2005). The ILO relates the incident to the harm done to children by their current engagement in certain type of economic activity. UNICEF emphasis that the issue goes way beyond the concerns of investment or its relation to economic activity, and includes several aspects of domestic work which conflict with the best interest with the child(Huebler,2006). There are many views of the situation but much emphasis will be based on the International Labour Organization (ILO) and the United Nations Children Fund (UNICEF) views on the situation.

The International Labour Organization (ILO) concept and definition of child labour

The concept of ILO of child labour is derived from the minimum Age Convention No.138, which set 15 years as the general minimum age for employment. Any work in violation of Convention No. 138 is considered illegal child labour that should be eliminated. In view of this, four groups of children engage in work/labour are classified:

- Children at work
- Children engaged in child labour, including all economically active children 5 to 11 years of age; economically children aged 12 to 14years, except those doing light work only for less than 14 hours per week; and, children aged 15 to 17 years engage in any type of hazardous work.
- Children in hazardous work. That is, work that will likely harm the health, safety or moral development of a child. In addition to children working in mines, construction or other hazardous activities, this group includes all children below 18 years of age who work 48 hours or more per week.
- Children in unconditional worst forms of child labour as defined by ILO Convention No.182.

This include children in forced or bonded labour, armed conflict, prostitution and pornography, and illicit activities.

Two points to note in view of ILO. The first group entails activities that might be considered as positive from an ILO perspective. The second and third group entails child labour that deserves to be eliminated, and the fourth demands an urgent action for elimination. Children under five years of age who are not included in these four groups are generally considered too young to be working. Secondly the ILO definition covers only economic activity, that is, work related to the production of goods and services. Domestic work, such as cooking, cleaning, or caring for children is ignored. The major criticism of this definition is that it is narrow as it underscore the burden of work on children, especially for girls, who are more likely than boys to perform work in a household(Gibbons, Huebler, and loaiza,2005).

The UNICEF Concept and Definition of Child Labour

UNICEF has expanded the ILO definition of child labour by emphasizing the importance of domestic work by children. That is, in addition to economic work.

UNICEF defines child labour as follows:

- Children 5- 11 years engaged in any economic activity, or 28 hours or more domestic work per week;
- Children 12-14 years engaged in any economic activity (except light work for less than 14 hours per week), or 28 hours or more domestic work per week;
- Children 15-17 years engaged in any hazardous work.

UNICEF definition has the advantage of theoretically capturing all work that children do. The definition of UNICEF provides a good indicator of child labour that is harmful to a child's physical or mental development. However, it is of limited value for an analysis of the trade-off between work and school attendance.

Operational Definition of Child Labour.

In Ghana the legal definition of child labour is, anyone who has not reached the age of maturity, which is 18years that undertakes any economic and non-economic activities which has an effect on their education (Ghana Statistical Service 2003). It is accepted that children under 5 years are not physically capable of undertaking work of any importance, whether economic or non-economic.

For the purpose of the research work, child labour can be defined as any economic or non-economic activity undertaken by a child, that is either too dangerous for the child or for which the child is too small to undertaken such activity which has negative effect on the health, education, cultural and natural development.

History of Child Labour

Child labour is not new. It is as old as Adam, it has been in existence since ancient days in every part of the world. Child labour started as an issue during the industrial revolution when children were forced to work in hazardous conditions for a period of 12 hours a day. During 1860, 50% of children in England between the ages of 5 and 15 years were working. In England and Scotland in 1788, two-thirds of the workers in 143 water-powered cotton mills were described as children. In 1919, the world began to address the issue of child labour and the international labour organization (ILO) adopted standards to eradicate it. Child labour is still common in many parts of the globe, it can be factory work, mining, prostitution, quarrying, agriculture, helping in the parents' business, having one's own small business (for

example selling food), or doing odd jobs. Some children work as guide for tourists, sometime combined with bringing in business for shops and restaurants (where they may also work as waiters). Other children are forced to do tedious and repetitive jobs such as assembling boxes, polishing shoes, stocking a store products or cleaning. However, rather than in factories and sweatshops, most child labour occurs in the informal sector, “selling many things on the streets, at work in agriculture or hidden away in houses—far from the reach of official labour inspectors and from media security”. As long as there is family poverty, there will be child labour (UNICEF, 2008).

Causes of Child Labour

Scholars and researchers agree that poverty is the main determinant of child labour supply, and that child labour significantly increases the income and the probability of survival of the family. Basu and Van (1998) argue that the primary cause of child labour is parental poverty. That being so, they caution against the use of a legislative ban against child labour and argue that it should be used only when there is reason to believe that a ban on child labour will cause adult wages to rise and so compensate adequately the households of the poor children. The contribution of children is most of the time critical since children are sent to work when parent’s earnings are insufficient to guarantee the survival of the family, or are insecure so that child labour is used as a means of minimizing the impact of possible jobs loss, failed harvest and other shocks on the family’s income stream (Galli, 2001). Poor household also tend to have more children and with large families there is a greater likelihood that children will work and have lower school attendance and complication.

International Labour Organization (2006) observe that while poverty is always a context for the early entry of children in to regular work and into child labour, poverty can also be a function of:

- a) Access to labour markets and income-raising activities ;
- b) Family members of working age not having appropriate skills to match market needs in the area where they live;
- c) Family members low educational levels;
- d) Unemployment in the area where the family lives;
- e) Conflict, illness or natural disaster having taken away the breadwinner of the family leaving a dependent household with no-one to depend on. Apart from the incidence of parental poverty others think the causes of child labour goes beyond that. Many children live in areas that do not have adequate school facilities, so they are compelled to work.

Odonkor (2008) claims “rural parents should rather be seen more dissatisfied with the educational system than as illiterates ignorant of the value of education”. The results of a study conducted confirm that because of low quality of education, parents have developed a coping strategy by which they send some of their children to school and the others help in fishing, farming or other economic activities. Where education is mandatory, available and understood as important, the proportion of child labour is lower.

Poverty may not be the main cause but certainly an important cause that influence a lot in child labour. Why would a child prefer to get an education or go to school when staying in work can make him eat on that day? Or even worse, not even have the opportunity of choice between attending schools or work (UNICEF, 2008). The fact is that the opportunity or the proportion of work for kids is the one that makes child labour occur. It exist because it is treated as acceptable culturally or politically. In many countries there exists a strong tradition

of tolerance for child labour. The result is the child labour expansion among some poor ethnic groups. In a similar form discriminatory attitudes for women and girls can enforce their parents to send their daughters to serve in homes or do other forms of work.

The result of four African countries surveyed by ILO on child labour indicate that working children were considered essential as contributors to household economies in all four of the surveyed countries, either in the form of work for wages or in the form of help in household enterprises. In most of the businesses surveyed in Ghana, for example, the employed children were either those of the owner or were the “willingness” of children to work as many hours as required, and the absence of labour disputes, (ILO,1995). In the northern Region of Ghana specifically education has been a problem over the years and has to do with the inadequate infrastructure for schooling bedeviled with cultural beliefs that attach less importance to education especially girl child education.

Magnitude of the problem

The issue of child labour still remains globally widespread, complex and multi-faceted phenomenon. Recent estimate of ILO is that worldwide over 350 million work (ILO, 2004). It means that over one fifth of the world’s children aged 5-7 years are exploited in child labour of different forms. The Asian- pacific region continues to have the largest number of child workers, 122 million in total. It is followed by sub-Sahara Africa (49.3 million) and Latin America and the Caribbean (5.7 million). Stillage numbers of children toil in appalling conditions and are ruthlessly exploited to perform dangerous jobs with little or no pay, and as a result of these conditions, oftentimes suffer severe physical and emotional abuse (Weton, 2005).

No reasonable estimate exist of the size of the child labour problem in Africa. No one has tried to assess how much of the labour performed by children in the households is lasting or has such a time shape as to seriously interfere with schooling. Further there is no solid basis for counting the number of children working in the rural areas whose work is physically dangerous or psychologically harmful, (Andvig, Canagarajah and Kielland, 2001). In 1996, ILOs child labour programme IPEC (international programme to Eliminate Child Labour) conducted a preliminary study of children in commercial agriculture in thirteen African countries including Ghana, they estimate that among 17 million economically active children under age fifteen, and that 77 percent work in the agricultural sector. They further assume that as much as 38 percent of this labour is paid employment.

The vast majority of working children in developing countries are engaged in agricultural work. Yet, this work severely understudied as compare with the more visible forms of work in Latin America and Asia, which involve children in labor-intensive manufacturing.

About thirty one percent (31%) of Ghana’s population of 20.3million is made up of children aged 5-17 years. Information from the Ghana statistical service (GSS) indicate that there was an increase in child labour cases involving children between the ages of five and seventeen in the country in 2001. A report by the United Nations commission on Human rights (UNCHR) also indicates that, based on a study conducted by Tulane University in 2008, an estimated number of 1.6 million children are engage in child labour in Ghana. In Ghana 49% of boys and 44% of girls undertake work on the household farms, about a 3% of each gender are engaged in household enterprises, while less than 1% report any employment outside the household (Bhalotra and Heady 2001). In Ghana, virtually all boys and almost half of the girls combine working on the household enterprise with going to school.

Effects of Child Labour

According to the ILOs 2002 global estimates on child labour, close to half of all working children are enrolled in school. Child labour interferes with education. Either school attendance is foregone in favor of work, or learning is inefficient, either because the children are not allowed to spend time doing their homework or because they are unable to pay proper attention in school because of fatigue (Canagarajah, and Nielsen, 1999). UNICEFs study in Ghana and a review of similar studies by the ILO have shown that work has detrimental effect on learning achievements in the key areas of language and mathematics. Heady (2003) also found that working children in Ghana spent an average of one hour per week less in school. According to Gibbons et al (2003) child labour is associated with higher repetition and dropout rates, Child labour competes with school attendance and proficiency.

ILO, 2006 demonstrate that early entry into the labour force reduces lifetime earnings by 13-20 percent, increasing significantly the probability of being poor later in life.

Efforts in addressing the problem of child labour

The ILO has been camping to end child labour since the organization was founded in 1919. The ILO doctrine on child labour states that labour carried out by children of 15years or younger under conditions which stifle their physical, psychological and intellectual development must be eliminated. Today, the minimum age convention, 1973(No.138) is the ILOs main instrument on child labour. Unlike previous conventions, it applies to all sectors of economic activity.

IPECs work to eliminate child labour is an important facet of the ILOs Decent Work Agenda. Withdrawing children from child labour, providing them with education and assisting their families with training and employment opportunities contribute directly to creating decent work for adults. Ghana has a comparatively progressive child labour law. The constitution of the republic of Ghana (1992) prohibits slavery and forced labour (section 16) and state that it is the right of any person “to work under satisfactory, safe and healthy conditions”(section 24).section 28 guarantees children “the right to be protected from engaging in work that constitutes to their health, education or development”. As in the United Nation Convention on the rights of the child, every person under the age 18 is defined as a child (Zdunnek, et al 2008). The ILO in collaboration with the government of Ghana has signed an agreement to eliminate worse forms of child labour in Ghana by the year 2015. In 2008, the Ministry of Manpower, youth and Employment drafted a National Plan of Action for the elimination of (the worst forms of) child labour 2008-2015 as an overall strategy and basis for cooperation between institutions and organizations.

The establishment of the Ghana National Commission on Children (GNCC) under the Ministry of Women and children affairs (MOWAC) in 2001 was also to oversee the welfare and development of children, and to coordinate services which would aim at promoting the rights of the child.

Challenges in Addressing the Problem

According to UNICEF (2006), to succeed in eliminating child labour, schools must be available, accessible and affordable for poor families. Schools must be sufficiently good quality, and the curricula must be of practical help for the children living in a specific region and condition. Most importantly, school should be a safe and healthy place where to send children. Unfortunately this is not the case in developing countries especially in Ghana. In the 2001 Ghana Child Labour Survey, in all the regions and for all age groups, the most frequent

(44.2%) reason cited for non-attendance at school was non-affordability by parents to cater for children. the next most cited reasons were long distance of place of residence from school (18.4%) and children not being interested in school (17.1%). Classrooms are not in good shape and therefore not conducive enough for academic work. The participatory Poverty Assessment according to Norton et al, (1995) cited in Canagarajah and Coulomb (1997) found that parents did not want to send their children to school due to inferior quality of teaching and teacher absenteeism. It was also noted that some teachers wanted the children to work in their farms in return for class for them. This practice has disgusted many parents with Ghana's schooling system and has pushed them into involving their children in their own farms instead of teachers' farms. The high opportunity cost of sending children to school has also been stated as a reason for not sending them to school by many rural households.

Both parents and pupils need to see the fruits of education from those who have passed through the school system to serve as a source of motivation for those in school and those yet to enroll. Low returns to education have made less attractive for many parents. This has especially been the case in rural areas, where formal education makes very little difference given limited formal sector opportunities and most skills are acquired by the "learning by doing" principle. Child labour is perceived as a process of socialization in many countries and it is believed that working enables a child to get acquainted with employable skills. These can therefore be contributory factors in the low interest in formal education in the study area by both parents and pupils.

Lessons Learnt from the Literature

From the available literature it is evidently clear that the issue of child labour is real but the problem with it in Africa is the availability of reliable data spelling out the magnitude of the problem. Several factors account for child labour in our society and they include the following; poverty, single parenting, share ignorance on the part of some parents and socio-cultural beliefs. From the data reviewed, poverty has been a major determinant of child labour in Ghana and in most developing countries. The vast majority of the children are engaged in agriculture related activities. The problem in the developing world and Ghana in particular is more rural than urban. Some rural dwellers regard child labour as part of training programme for children. Working children are also considered essential contributors to household income.

The solution to the problem does not lie only in the enactment of laws but also in empowering individuals economically to be able to provide education to their children (Basu, 1998). Human capital is one of the keys to reducing poverty. Education opens up opportunities for better health and better nutrition. This is because education normally leads to higher income and greater access to social benefits, as well as greater productivity. Therefore, in trying to find a solution to the problem, there is the need for a multifaceted approach taking into consideration the religious and cultural backgrounds of the people. It has been realized that formal education is the fight of the child labour problem in Ghana, but access to education for all is faced with numerous challenges especially in the rural areas. There are lack of infrastructural facilities and teachers in some of these areas and as a result some parents do not see the need of sending their children to school if at the end of the day the school does not make any difference in their lives. To deal with the problem of child labour, governments need to devote resources to education so that: Schooling is compulsory, of good quality and relevant, and is of little or no cost to poor families. It is also observed that laws are necessary in fighting child labour but legal protection for child labourers does not

extend beyond the formal sector to the kinds of work children are most involved in, such as agriculture and domestic service especially in the study area.

Chapter Four

Data Presentation and Analysis

Introduction

In this chapter, the data collected is analysed, presented and discussed. The chapter is divided in to five sections. The first part deals with the background data of the respondents. The second portion consist analysis of the various age group of children engage in child labour. The third portion also consist of analysis to examine the factors that motivate parents to allow their children to engage in child labour. The fourth part is an analysis to examine how child labour affect the attendance and performance of children in the basic school. Finally to suggest recommendations that will be adapted by stakeholder to address the challenges of child labour in the study area.

Demographic Characteristics of the Respondents

According to Weeks (1994), a demographic variable refers to the characteristics of the respondents that could influence knowledge, attitude and challenges pertaining to child labour related issues.

Educational level of Respondents

The Educational level considered include house hold heads who have never been to school and those who pursue only primary, middle/JHS and post-secondary/tertiary education.

Table 4.1. The level of education of household heads

Level Of Education	Frequency	Percentage (%)
Never Been To School	15	50
Primary	10	33.3
Middle /Jhs	3	10
Post-Secondary/ Tertiary	2	6.7
Total	30	100

Source; Field survey 2018

The data above shows that, 15 respondents representing 50% have no formal education. This is quite worrisome as they represent half of the sample. The respondents attributed their illiteracy to; inadequate finance to support their education, less importance attached to formal education because there were no role models to emulate from them, and migration to the Southern Ghana for greener pastures. This calls for more rigorous educational policies to be implemented in the community to help reduce the illiteracy rate in the community.

Age of Respondents

The table below shows the age distribution of household heads. The table helped the research team to identify the category of age ranges that household heads in the community fall within.

Table 4.2 The age of Respondents

Age Group	Frequency	Percentage (%)
20 – 39	10	33
40 -59	12	40

60+	8	27
Total	30	100

Source: Field Survey, 2018

From the table above, the dominant age group for the household heads is 20 – 59 with a total percentage of 73. This constitute the labour force but most of them have no meaningful jobs to do to earn income to support their children education, rather they rely on menial jobs. This situation also lead to serious implication in development, since there is no initiative to mobilized resources and savings.

The data agrees with the (PHC, 2010) where about 88% of the respondents were within age range 20-65 representing the working labour force as was the case in the survey carried out by the group where about 80% of the total population were within the age range 1-65.

Employment Status of Respondents

The major occupation of the respondents was subsistence farming with only a few engaging in commercial farming. These people cultivate crops such as maize, rice, millet, yam and soya beans. Other economic activities engage by women are small scale industry, extraction of Shea butter and groundnut oil.

The findings show that, 15 adults interviewed representing 43% had farming as their occupation and they earn their income seasonally that is, at the end of harvesting of the farm produce for consumption and sale.

Table 4.3. Employment Status of Respondents

Employment Status	Number Of People	Percentage (%)
Service	5	17
Unemployment	4	13
Farming	13	43
Petty trading	6	20
Small scale industry	2	7
Total	30	100

Source: Field Survey, 2018

Based on the information above, it is noted that 43% of the respondents are engage in subsistence farming in which they involve most of their children which deprive the children from going to school. This agrees with Bhalotra and heady (2001) statement that, In Ghana 49% of boys and 44% undertake work on the household's farms, about a further 3% of each gender are engage in household enterprises, while less than 1% report any employment outside the household.

According to the responds interviewed, because of the subsistence nature of their farming most of them earn very little which makes it inadequate for them to finance their children education. They added that, they sometimes rely on other family members and friends to be able to feed their families because of the substance farming which sometimes fail them when draught, outbreak of diseases and other weather conditions occurred. This prompt them to allow their children to work to help support the family financially since there is no option to resort to.

Household Size

The survey among others sought to find information about the number of children per household in the study area. All the household heads interviewed had children and the number of children per household ranges from one (1) to twenty-eight (28). The average household size in the area according to the 2010 Population and Housing Census report is 7. On average each household according to the survey report has five children.

Monthly income of household

The survey among other things sought to establish the level of monthly incomes of heads of household interviewed by the group.

Table 4.4. Monthly Income of Household Heads

Monthly Income	Number Of People	Percentage (%)
GHC10.00 – GHC 50.00	8	27
GHC 51.00 – GHC 100.00	7	23
GHC 101.00– GHC 150.00	5	17
GHC 160.00 – GHC250.00	3	10
GHC 260-GHC350	3	10
GHC 400 and above	4	13
Total	30	100

Source: Field Survey, 2018

From the table above it indicates that 67% of household income is less than GHC160 and this is below minimum wage. The poverty threshold, or poverty line, is the minimum level of income deemed necessary to achieve an adequate standard of living in a given country. The World Bank current international poverty line has been adjusted from \$1.08 to \$1.25 a day. The international poverty line is the yard stick used for measuring the level of poverty. People with incomes too low to obtain the necessities of life, according to Booth cited in World Bank (2005), are classified as living below the minimum income standard or below the poverty line. According to a UN declaration that resulted from the World Summit on Social Development in Copenhagen in 1995, absolute poverty is "a condition characterised by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services.

Going by the World Bank Poverty Line, the survey results indicate that 50 percent of the household heads are living below the poverty line. The dollar equivalent of the earning of households quoted in Cedis was used to arrive at the number of people below the poverty line. With this poverty line indicator, reference is made to the individual but in the case of the study, the head of the household is supposed to take care of himself and other dependents in the household. On average, every household in the study area has five children who depend on the income of the head. For the head of a household to take care of himself and his five children, he should earn not less than GHC315 a month using the \$1.25 a day measure. By this calculation, 77 percent of households will be living below the poverty line.

Age Group of Children Engaged in Child Labour

The survey revealed that, it is a common practice for every boy who attains the age 5 to 17 years to go to the farm. Girls who attain 8 to 17 sell in the market usually on market days.

Table 4.5. Age group of Children Engage in Child Labour and the activities they are engaged

Age Groups	Activities
MALE (5-10)	Following cattle and other ruminants, other families also contracted these boys to take care of their animals in return of milk, money or an animal when they deliver their young Ones.
Age (11-17)	Farming within the community and other communities. They also move to the nearest town (krachi) district in the Volta region to farm and do other menial jobs.
FEMALE (8-12)	Selling in the market during market days within and nearby communities. They also render services to other families in return of food stuff or money.
13-17 years	Move to other towns to wash bowls, carry loads and to the extent of involving in child prostitution.

Source: Field Survey, 2018

It was revealed by some elders that, the boys are seen as the “backbone” of the family. Hence, in such families, the parents stay back at home and send out the boys to the farms, care for animals or engage in some activities that will fetch the family some income, this affect the education of these children that are engage in these activities. It is also a family tradition to engage the child in whatever work the parents’ do. They claim it is to train the child to acquire skills which he or she can use as a source of employment in case family education fails him or her. Another practice which has come to stay with the people of Dipah is their perception of festive periods. Child labour is pronounce during this periods. In preparation for such festivities, children are engage either by themselves or their parents in commercial agriculture, fetching of fire wood, domestic servitude in order to earn enough money for the festivals.

The information above agrees with the report of the Ghana statistical service of 2001, which stated that, about 31% of Ghana population of 20.3 million is made up of children age 5 to 17 years, it further indicates that there was an increase in child labour cases involve children between the ages 5 to 17 years in the country in 2001. Also a report cited by the United Nations commission on Human rights (UNCHR) also indicates that, based on a study conducted by Tulane University in 2008, an estimated number of 1.6 million children are engage in child labour in Ghana of which the study area is no exception.

Opinions of Respondents on Engaging Children in any form of Work

Table 4.6 contains the opinions express by respondents on why children are engage in any form of work. The elders and opinion leaders interviewed (33%) stated that child labour persist in the community, because it is a practice in order for the child to acquire a workable skills in case formal education fails.

Table 4.6. Opinions of respondents on engaging children in any form of work

Reasons	Number of People	Percentage (%)
Supplement Family Income.	15	26
Is a form of training?	19	33
Helping to operate household enterprise.	14	24

To support child's education	10	17
Total	58	100

Source: Field Survey, 2018

During the focus group discussion for the adults, it was also discovered that parents allow their children to work in order for them to be strong, acquire initiative skills and also grow to be very hard workers and independents. Child labour therefore serves as grounds for training in skill acquisition.

Also, some respondent's added that farmers prefer children's labour to adults' labour working in their farms this is because, they have much control over these children as compared to adults. They also paid them less because they have no influence over the fixing of the wages. According to them, child labour supply is more than the demand and so these children are always ready to take what is offered to them. Also, children are very active and hardworking as compared with adults labour. These formers exploit these children at the expense of their education.

Effects of Child Labour on School Attendance and Performance

Table 4.8 presents information on the attendance of student in St. Patrick Primary School. The figures for the third term could not be recorded because at the time of the survey the schools had not completed the third term. The attendance of children in the study area was examined in selected classes (class four, five and six) due to time constrains.

Table 4.7.1. Cross tabulation of St. Patrick primary School pupils' Attendance

Class	Second Term Attendance		Expected Attendance For The Team	Percentage (%)
Four	Boys = 2	71	130	57.7
	Girls = 2	79	130	60.1
	Total	150	260	57.7
Five	Boys = 2	62	130	47.7
	Girls = 2	69	130	53.1
	Total	131	260	50.4
Six	Boys = 2	45	130	34.6
	Girls = 2	60	130	46.1
	Total	105	260	40.3

Table 4.7.2. Cross Tabulation of St. Patrick JHS students Attendance

Class	First Term Attendance		Expected Attendance For The Team	Percentage (%)
Four	Boys = 2	75	130	57.7
	Girls = 2	80	130	61.5
	Total	155	260	59.6
Five	Boys = 2	65	130	50
	Girls = 2	70	130	53.8
	Total	135	260	51.9
Six	Boys = 2	55	130	42.3
	Girls = 2	53	130	40.8
	Total	108	260	41.5

Source: field survey, 2018

The study revealed that, Teachers, opinion leaders and children who participated in the discussion agreed to the fact that, child labour affects school attendance. The reason given to this was that, children sometimes come home after work with injuries, snake bites, scorpion’s sting and also disease like malaria guinea worm and bilharzias and they have to stay at home and seek for treatment which further affects their school attendance. The tables above shows clear picture of child absenteeism at the primary and the Junior High due to child labour. The information above agrees with ILOs cited in 2002 global estimates on child labour. That, close to half of all working children are enrolled in school. Child labour interferes with education. Either school attendance is foregone in favour of work, or learning is inefficient, either because the children are not allowed to spend time doing their homework or because they are unable to pay proper attention in school because of fatigue (Canagarajah, and Nielsen, 1999). UNICEF’s study in Ghana and a review of similar studies by the ILO have shown that work has detrimental effect on learning achievements in the key areas of language and mathematics. Heady cited, in (2003) also found that working children in Ghana spent an average of one hour per week less in school. According to Gibbons *et al.*, (2003) child labour is associated with higher repetition and dropout rates, Child labour competes with school attendance and proficiency.

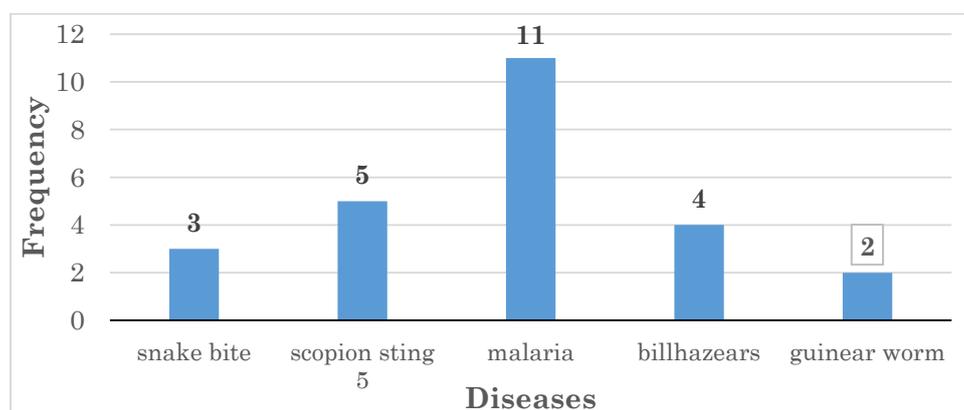


Figure 4.1. Diseases Contracted by Children through Child Labour
 Source: field survey

The analysis shows that majority of children often suffer from malaria as a result of the work they do. The children and the opinion leaders interviewed added that sometimes the ailments lead to the death of these working children. This definitely affects children education in the community and the country as a whole.

Students Performance in BECE. Between 2015-2017

Table 4.7.3 the performance of children from the St. Patrick JHS who took part in the BECE

Year	Boys Total			Girls Total			
	Number Of Students Who Took The Exams	Number That Pass	Percentage (%)	Number Of Students Who Took The Exams	Number That Pass	Percentage (%)	
2017	15	4	27	11	4	36	32
2016	17	5	29	9	3	33	31
2015	20	6	30	10	3	30	30

Source: field survey, 2018

Looking at the trend of student's performance there is improvement but comparing with expected standards the school is performing abysmally. According to the teachers interviewed it was discovered that these students perform very poorly in school especially at the Basic Certificate Examination (BECE) level and this is as a results of the "by-day" work they do because of the vulnerability nature, they easily fall sick and sustain injuries from the work they do and are not always able to study at home after school. The plight of these children affects society, as a whole as they will not grow to be policy makers, doctors, teachers, engineers, among others and this will hinder the development the nation.

According to the children there are normally face with myriad of problems which affects them greatly. Some of these problems were that, they sometimes get tired and experience waist pains after the day's work and those schooling said that, they are not always able to study and so they perform poorly in school. Some even drop out of school because of financial problems coupled with their poor performance and so they see their being in school as not being beneficial.

Chapter Five

Summary of Findings, Recommendations and Conclusion

Introduction

The primary objective of this study is to provide empirical evidence about the effects of child labour on education in Dipah in the Nanumba north district of Ghana. The specific objectives of the study included; To examine the various age group of children engage in child labour in the study area (Dipah community), To examine the factors that motivate parents to allow their children to engage in child labour, To examine how child labour affect the attendance and performance of children in the basic school, To suggest recommendations that will be adapted by stakeholder to address the challenges of child labour. The summary of the main findings of the study is outlined in this section.

Summary of Major Findings

This section examines the key findings of the study with regards to the effects of child labour on education in Dipah Community.

The main economic activity of the people of the study area is farming and it is dependent on rain fall which is erratic, also poverty is the major course of child labour in the community. Unemployment and especially underemployment are major problems in the community, largely due to the single maxima rainfall pattern that determine the period of time they engage in farming. The people idle most of the time in the year since there is little to do during the dry season. Infrastructural facilities are also inadequate (classroom blocks, furniture, teacher's quarters etc.), there is shortage of qualified teachers in the study area and as a result teaching assistances are being recruited through the National Youth Employment Programme (NYEP) to fill the vacancies. In the Nanumba North district for instance the pupil to teachers are more than the trained teachers.

According to the 2010 Population and Housing Census report cited, the average household size in the study area is seven (7). The results of the survey also indicates that on average each household has five (5) children. Absenteeism is also common in the study area especially during farming season and on market days. The children admitted, during the focus group discussion that work interferes with their school attendance. The reason given to this was that, children sometimes come home after work with injuries, snake bites, scorpion's

sting and also disease like malaria guinea worm and bilharzias and they have to stay at home and seek for treatment which further affects their school attendance and performance.

The survey conducted revealed that there has been an improvement in the enrolment rate in the urban schools (within Bimbila) over the last few years but the enrolment in the rural areas including Dipah is not encouraging. Also the pass rate at the BECE level in the area is too low, all though there has been increment in the last three years but the school performance is abysmal, Child labour is considered as a normal practice and indeed healthy to the proper upbringing of the child. Children working on family farms and with family enterprises are seen as part of the process by which they are trained towards adulthood, The reasons given by the heads of households surveyed for allowing their children to work were categorized into four and they are as follows; to support family income, as a form of child training, to support child education and to help in household enterprises.

The results of the survey shows that all children between ages 5- 17 years of households surveyed in the study area at least do household chores. Beside the household chaos, Most of them also work to assist their parents in their business and on the farm especially during rainy season. Also School feeding programme according to the authorities is one of the programmes that can increase enrolment and retention of children in school, but the school is not part of the programme.

Also, the study revealed that farmers prefer children's labour to adults' labour working in their farms. This is because, they have much control over these children as compared to adults. They also paid them less because they have no influence over the fixing of the wages. According to them, child labour supply is more than the demand and so these children are always ready to take what is offered to them. Also, children are very active and hardworking as compared with adults labour.

The study further revealed that parents are ignorant about child labour and its consequences and also, there is no bye-laws protecting children in the community.

Finally, the study revealed that Parents Teachers Associations (PTAs) and School Management Committees (SMCs) which are supposed to be helping in the running of the schools are not functioning well in the community.

Conclusion

This study looks at the effects of child labour on education in Dipah in the Nanumba North District. The development of any nation depends on its human resource and the youth are the future of the nation but child labour affects human resource development. Various authorities came up with different definitions of child labour but the UNICEF definition is broad and touched on a number of issues crucial for the study. According to UNICEF child labour is defined as follows: Children 5 -11 years engaged in any economic activity, or 28 hours or more domestic work per week, Children 12-14 years engaged in any economic activity (except light work for less than 14 hours per week), or 28 hours or more domestic work per week and Children 15-17 years engaged in any hazardous work.

The results of the survey revealed that child labour is primarily caused by poverty in the study area. Parents in their bid to supplement their family income coupled with the socio-cultural acceptance of child labour practice engage children in farming and other enterprises at the expense of their education. Children attending school were found to be working but the

work was more of unpaid family work than external employment and the children said during an interview that the work affect their school attendance. There is also shortage of qualified teachers in the study area and this is affecting the academic work in the community.

Several policy recommendations were suggested to deal with child labour and improve school enrolment. These sets of policy options include the following: improving the local economy, tackling the broader socio-cultural and economic situation of farmers, increasing access, quality and relevance of education, motivating teachers to give the best. This calls for significant stepping up of advocacy and awareness building among the people.

Recommendations

Recommendations of this study are made in response to the findings. The findings indicate the need for some policy interventions to address the challenges identified in the community, which includes;

Improving the local Economy

Given the state of poverty as the major contributively factor of child labour in the study area, the people should be empowered economically to be able to educate their children since formal education has been identified as a liberator. Farming is the main economic activity of the people in the area and due to the nature of the rain fall pattern they cultivate crops once in a year. One way of increasing their production is for government and nongovernmental organisations to provide them with dam and irrigation facilities to enable the people do all year round farming which will lead to improvement in their incomes. Also, micro finance services should be extended to both farmers and traders through rural banks and other cooperative societies to expand their enterprises and improve on their businesses. When their incomes are improved it will impact positively on their children's education and will also prevent children from working.

Tackling the Broader Socio-cultural and Economic Situation of Farmers

Participation of children in farming is culturally rooted in the communities with children entering farms in very early stage of their lives on their mothers back. Thus children working on farms with their parents, adults and other children are seen as a socially acceptable practice. This way, children socialize, learn parents' trade and are being taught to be responsible. However there is a thin line between social orientation and turning the child into a worker and this distinction may be difficult to understand by the communities. Any alteration in this culture will be difficult to achieve. Fortunately, the willingness of parents to educate their children is high especially at a time that free basic education is introduced. But the socio-economic situation of the farmers implies they really do not have any choice but use these children in farming sometimes even to the detriment to their education. To break this cycle, there is the need also for both NGOs and the district assemblies to embark on sensitization to change attitude of the people.

Increasing access, quality and relevance of education

Education is the key to ending the exploitation of children. If an education system is to attract and retain children, its quality and relevance must be improved. Children who attend school are less likely to be involved in child labour. They are also more likely to break out of cycles of poverty. To achieve this in Ghana and in the study area in particular, universal basic education is the key. For it to be meaningful the authorities should provide infrastructural facilities and equip them with furniture and qualified teachers. If these things are provided, poor families will be willing to make sacrifices to send their children to school.

Increasing Access, Quality and Relevance of Education

Dedication on the part of teachers in the study was found to be lacking and to improve upon this, it is necessary for circuit supervisors to step up their monitoring activities. To do effective monitoring, they need to be provided with means of transport and allowances to motivate them discharge their duties effectively. The respondents added that due to teacher absenteeism children are not motivated to attend school.

Develop Vocational and Technical Education

The Ministry of Education should develop vocational and technical education to equip the youth with employable skills to prepare them adequately for adulthood. It should not be limited only to those in school but those who dropped out should be given the chance to learn a trade. Vocational education and training for older child labourers plays an important role in combating child labour. These are the recommendations made by the key informants, teachers and students from the community.

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