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A report on the relationship between disability and child labour among children and families in the districts of Rakai, Mbale and Wakiso in Uganda

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Programme on
the Elimination
of Child Labour
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LIST OF ACRONYMS

ANPPCAN	African Network for the Prevention & Protection against Child Abuse & Neglect
BAT	British American Tobacco
CBO	Community Based Organization
CCTs	Centre Coordinating Tutors
CRO	Child Restoration Outreach
Dem. Sch.	Demonstration School
DPA's	District Programme Assistants
FGD	Focus Group Discussion
HLCI	Huyslink Community Initiative
IABA	Integrated Area Based Approach
IAPP	Irish Aid Partnership Programme
ILO	International Labour Organization
INCLUDE	Promoting Decent Work for People with Disabilities through a Disability Inclusion Support Service
IPEC	International Programme on the Elimination of Child Labour
KYU	Kyambogo University
MoES	Ministry of Education and Sports
MGLSD	Ministry of Gender, Labour and Social Development
NGO	Non Governmental Organisation
PEPDEL	Promoting the Employability and Employment of People with Disabilities through Effective Legislation
PTC	Primary Teachers College
P/S	Primary school
SCREAM	Supporting Children's Rights through Education, the Arts and the Media
SNAP	Support for the Preparatory Phase of the Uganda National Action Plan for Elimination of Child Labour
UBOS	Uganda Bureau of Statistics
UN	United Nations
UNCRPD	UN Convention on the Rights of Persons with Disabilities
UNHS	Uganda National Household Survey
UPE	Universal Primary Education
USDC	Uganda Society for Disabled Children
UYDEL	Uganda Youth Development Link
WFCL	Worst Forms of Child Labour

SUMMARY

Through a financial and technical support received from ILO-IPEC, SNAP and ILO & Irish Aid Partnership Programme (ILO - IA PP), Kyambogo University (KYU) through the Child-to-Child Programme carried out this study in the three districts of Rakai, Wakiso and Mbale in Uganda. These districts were purposively selected based on ILO-IPEC, SNAP project area. According to ILO, the districts selected acknowledge and appreciate the problem of child labour in their areas.

The study was conducted between September and October 2010. The study aimed at establishing the relationship between disability and child labour among children and families in the three districts of Rakai, Mbale and Wakiso.

The specific objectives of the study were:

- To determine factors that increase vulnerability of children with disabilities to child labour.
- To examine cases of current or former child labourers who have acquired disabilities because of working in exploitative conditions.
- To identify current or former child labourers who already had disabilities by the time they started working, and were more vulnerable to child labour due to their disabilities.
- To explore the retention factors for the children/youth with disabilities in primary schools and institutions.

The major target groups of this study were the following interest groups:

- The current and former child labourers, especially those with disabilities.
- The former child labourers included children who have been recently been supported to get out of child labour by organisations working directly with ILO, or adults who have an experience as child labourers.
- The Parents with disabilities or those who have children with disabilities were also targeted.
- For purposes of diversity, district councillors representing people with disabilities in all the three districts formed part of the sample.
- For comparison, children with disabilities who are in primary schools and students in higher institutions were targeted. The comparative design endeavoured to establish the retention factors that have kept them in school.

Terms of Reference

For this assignment, the terms of reference had the following outstanding requirements:

Purpose of the assignment

As an initial step to tackle this knowledge gap, case studies of selected current and former child labourers were compiled to illustrate the linkage between child labour and disability. Former child labourers included children who had been supported to get out of child labour or adults who had a past as child labourers.

The case studies aimed at collecting information from the following target groups:

- Current or former child labourers who acquired disabilities because of working in exploitative conditions.
- Current or former child labourers who already had disabilities when they started working, and were more vulnerable to child labour due to the disabilities.
- Current or former child labourers who are or were forced to work because they had to support their family where one or both parents had disabilities (and so could not find decent work).

Expected results

The team was required to:

1. Produce a case study report on the linkages between child labour and disability in Uganda
2. Produce a report on selected case studies and art/creative pieces of work from working and former child labourers depicting their situation before and after involvement in child labour and the impact of disability on their livelihoods i.e. education, gainful employment, training etc.
3. Establish the factors that either encourage school - retention or promote dropout among children with disabilities.

Specific tasks

The main tasks of the consultancy team were the following:

1. Review literature and other materials on child labour and disability, social economic issues related to the impact of child labour on disability and vice versa. This included reviewing art or other creative work, photos, profiles and reports of previously working children and their families kept by NGOs, CBOs and others, where possible.
2. Develop data collection tools (questionnaires and focus group discussion questions)
3. Conduct interviews with former child labourers, working children, children with disabilities in school and their family members.
4. Conduct interviews with management and staff of service organizations involved in reforming and integrating former child labourers in their communities so as to get their views and suggestions on how to address the linkages between child labour and disability.
5. Conduct interviews with selected government agencies such as the Ministry of Gender, Labour and Social Development (MGLSD), Ministry of Education and Sports (MoES) and Kyambogo University (KYU) to get

suggestions on how to address the links and vicious cycles between child labour and disability.

6. Prepare case studies, art works and a report of disabled former child labourers and working children.
7. Organize a stakeholders meeting to present and validate the findings of the draft case studies and selected profiles of the linkages between child labour and disability.

The study employed both quantitative and qualitative methods. Data was collected using the following methods; case studies, questionnaires and guided interviews. In addition to the survey, the research team conducted focus group discussions with college and school administrators, parents, children, students and teachers. Art and drawings were also used to collect information from the children with disabilities and those withdrawn from child labour and have been placed in school by implementing agencies.

Summary of findings

Child labour and major injuries

In looking at the relationship between child labour and disability, the team set out to establish the most common forms of injuries that child labourers are exposed to. This area was targeted because these injuries may result into severe disability in the children in the short or long run.

The study looked at the most common child labour activities that cut-across the three districts. This was meant to draw a correlation between the common forms of injuries and the common forms of child labour in the three districts. It was also intended to establish the forms of child labour under which children are more at risk of exposure to disability, which may come because of the injuries they get under child labour.

The respondents for whose views were sought about child labour and major injuries were the implementing NGOs and the children with disabilities engaged in and withdrawn from child labour. The predominant activities identified by both the implementing NGOs and the children currently involved in child labour are domestic child labour, stone quarrying, carrying heavy loads at construction sites. Other child labour activities reported but not common and evenly distributed in some of the districts included commercial sexual exploitation of children, fetching water, commercial digging, working as waitresses and hawkers, scaring birds in rice fields, working in local distilleries, sand mining and brick making.

Case studies

The study captured real life experiences of 12 children targeted in the three districts as case studies. The findings clearly show that the children with disabilities who were interviewed are not given the same chances as other children in society. They face discrimination at home, in the society and at school. Those who have been able to progress with education have been able to do so due to the support of their families, the school and the good will of good Samaritans.

Art work

The art pieces illustrated that children with disabilities have the same feelings, aspirations and needs as any other children. Evidence from the drawings and explanations of the children with disabilities found in Nyondo Demonstration School in Mbale, Kiziba Mixed Primary school in Wakiso and Kyotera Central Primary School in Rakai confirms that the architecture in most schools continues to be a major physical barrier to participation of children with disabilities in education. In addition to that, the children taken to schools face stigmatization and discrimination and other negative reactions from fellow children.

It was equally ascertained that although schools may have disability – friendly policies in place, the monitoring of the effective implementation of such policies by school heads appears to be weak. As a result, therefore, problems like stigmatization and discrimination of children with disabilities seem to thrive in schools.

Disability and geographical distance

Distance and the mountainous landscape in Mbale district has been established as a critical factor. For example, some children live far away from school, making journeys of as long as 2-5 kilometres. As a result, parents with children with disabilities opt to keep them out of school because of the risks they may face on their way to school. However, even keeping them at home exposes these children to chances of exploitation and child labour practices. However, on the other hand, parents who can afford the school fees send their disabled children to boarding schools.

Major findings

The findings from the field and the case studies collected by this study reveal that children with physical disabilities are more vulnerable to child labour than those with mainly sensory and mental disabilities. On the same note, the study reveals that child labourers are more exposed to physical disabilities than to sensory and mental disabilities.

Finally, the study established that in the districts of Rakai, Mbale and Wakiso, the child labour activities that expose children to disabilities for the most part are stone quarrying, working in factories and working in local distilleries. While to a lesser extent, carrying heavy loads in construction sites and working under domestic child labour also expose children to the risk of acquiring disabilities.

1 BACKGROUND TO THE STUDY

PEPDEL (Promoting the Employability and Employment of People with Disabilities through Effective Legislation) observes that historically, people with disabilities have been among the most economically impoverished, politically marginalized, and least visible members of their societies globally. Yet this group represents approximately 10 per cent of the world's population, or more than 650 million people, of who 470 million are of working age. This includes people with physical, sensory, intellectual and psychosocial disabilities. According to UN statistics, 82% of people with disabilities in developing countries live below the poverty line, and are among the most vulnerable and marginalized in these countries. An estimated 20% of all people living on less than US\$ 1 worldwide are people with disabilities. Their opportunities to emerge from poverty are limited in many cases by the lack of enabling legislation to promote their access to skills development (including life skills, technical skills and entrepreneurship skills) and employment opportunities; and the weak implementation and enforcement measures, where such legislation is in place (fact sheet, July 2009).

The same view is echoed by INCLUDE (Promoting Decent Work for People with Disabilities through a Disability Inclusion Support Service) which observes that; today, laws, policies, programmes and services concerning people with disabilities are undergoing a fundamental change. Increasingly, there is an emphasis on the need to promote their access to education, training, the labour market and all other spheres of society on an equal basis with others. At the policy level, the goal of inclusion and full participation is being widely adopted (fact sheet, July 2009).

The INCLUDE Project, or Disability Inclusion Support Service, aims to assist countries in their transition from disability policies and services based on separate provisions to an approach emphasizing the full participation of persons with disabilities in the mainstream – an approach that is promoted by ILO standards and the UN Convention on the Rights of Persons with Disabilities. More concretely, INCLUDE helps participating countries by:

- Sensitizing policy-makers, programme and service providers to disability issues from a human rights-based perspective
- Providing technical advice regarding the inclusion of persons with disabilities in mainstream policies, programmes and services

INCLUDE is funded by the Irish Government in the framework of the ILO/Irish Aid Partnership Programme. It is being implemented in the following regions and countries:

- East and Southern Africa: Ethiopia, United Republic of Tanzania and Zambia, with outreach to Kenya and Uganda;
- Asia and the Pacific: Vietnam, with outreach to Cambodia and Lao People's Democratic Republic.

The ILO Project “Promoting the Employability and Employment of People with Disabilities through Effective Legislation” (PEPDEL) furthers the review and

reform of disability-related training and employment laws and policies, and their effective implementation in selected countries of East and Southern Africa, Asia and the Pacific. It involves governments, social partners and organizations of persons with disabilities in activities and events linked to the review or development of disability-related legislation and policies. In addition, the Project seeks to collaborate with national training agencies, employment services and university law faculties to ensure a commitment to including a disability perspective in their programmes and services and curricula. The Irish Government under the framework of the ILO / Irish Aid Partnership Programme funds PEPDEL. To date, participating regions and countries have included:

- East and Southern Africa: Ethiopia, Kenya, Lesotho, Malawi, Mauritius, Seychelles, South Africa, Sudan, Uganda, United Republic of Tanzania, and Zambia;
- Asia and the Pacific: Australia, Cambodia, China, Fiji, India, Japan, Malaysia, Mongolia.

Through working with the various actors at the national level and through building their capacity, ILO – IA PP (ILO Irish Aid Partnership Programme) seeks to contribute to sustainable policies and programmes to promote and support women's entrepreneurship, the inclusion of persons with disabilities in the world of work and to combat forced labour.

In Uganda, the Project of Support for the Preparatory Phase of the Uganda National Action Plan for Elimination of Child Labour (SNAP) is a 44 months programme that aims to assist the government to strengthen further its legal, policy, institutional and social foundations for timely, large-scale action against the Worst Forms of Child Labour (WFCL). The Project is working through an Integrated Area Based Approach (IABA) in three selected districts of Wakiso, Rakai and Mbale in Uganda. The IABA aims to create good-practice models that lay the ground workspace for the establishment of child-labour free zones that can be scaled-up throughout the country. Project interventions aim at strengthening community capacity to manage risk and address the needs of its most vulnerable members, enhance local governments' capacity for social service provision and coordination and create an enabling environment at the district level for combating child labour through awareness raising, training, as well as support for child labour bylaws and their enforcement.

It is in this regard that ILO and ILO – IA PP supported the study to gather information on the linkages between child labour and disability by compiling case studies and profiles of former child labourers and working children with disabilities or children who had acquired disabilities while engaging in child labour. Kyambogo University (KYU) through the Child-to-Child Programme carried out this study.

Kyambogo University (KYU) is one of the major government institutions promoting the rights of persons with disabilities in Uganda. KYU is the only university that trains teachers and other personnel in the field of special needs and rehabilitation in Uganda. The choice of Kyambogo University was therefore

based on the major fact that as a tertiary institution, it is committed to ensuring that persons facing exclusion barriers to learning and development are included and recognized as productive members of their communities in their own right. Moreover, the University has had long history of an educational and research-based partnership with ILO-IPEC.

The consultancy team comprised of three Kyambogo University lecturers, one SCREAM consultant and one disabilities consultant from the Ministry of Gender, Labour and Social Development. The study aimed at establishing the relationship between disability and child labour among children and families in the three districts of Rakai, Mbale and Wakiso. In addition, the specific objectives of the study were:

- To determine factors that increase vulnerability of disabled children to child labour.
- To examine cases of current or former child labourers who acquired disability because of working in exploitative conditions.
- To identify current or former child labourers who were already living with disability by the time they started working, and were more vulnerable to child labour due to their disability.
- To explore the retention factors for the children/youth with disability in primary schools and institutions.

The major target groups of this study were the following:

- Children who acquired disability because of child labour and children with disabilities who are engaged in child labour.
- The former child labourers included children who have been supported to get out of child labour by organisations working directly with ILO, or adults who have an experience as child labourers.
- Parents with disability or those who have children with disabilities.
- District councillors representing people with disabilities.
- For comparison purposes, children with disabilities who are in primary schools and students in higher institutions were also targeted. The comparative design endeavoured to establish the factors that have kept them in school despite the challenge of having a disability.

The study employed both quantitative and qualitative methods. Data was collected using the following methods; case studies, questionnaires and interviews. In addition to the survey, the research team conducted focus group discussions with college and school administrators, parents, children, students and teachers. Art and drawings were used to collect information from the children with disability and those withdrawn from child labour and are in school.

Table 1 Sample population in the study

Category		Totals
Child labourers with disabilities	10	118
Children withdrawn from child labour and have disabilities	12	
Children with disabilities in schools	34	
Current child labourers without disabilities	34	
Children withdrawn from child labour without disabilities	16	
Children with disabilities selected for the case studies	12	
District councillors for persons with disabilities	22	22
Parents with children with disabilities	33	53
Parents with disabilities	20	
Primary School Head Teachers	06	20
Primary school teachers	14	
PTC principals	03	26
PTC students	16	
PTC tutors	07	
Heads of NGOs withdrawing children from C.L.	03	12
Social Workers working with NGOs withdrawing children from C.L.	09	

2 RELATED LITERATURE

2.1 Introduction

This chapter presents related literature that focuses on mainly child labour and disability. Special reference has been made to laws and policies drawn in Uganda in relation to child labour, rights of people with disability; and the rights of children with disabilities. To support some of the arguments in this chapter, examples have been drawn from international conventions that address child labour and disability such as the Convention on the Rights of Persons with Disabilities (ILO Convention 159 (Vocational Rehabilitation and Employment of Disabled Persons). Reference has also been made to the Constitution of Uganda and research articles published by organizations such as Uganda Society for Disabled Children (USDC), the Uganda Bureau of Statistics (UBOS), BAT - Uganda and Kyambogo University (KYU).

2.2 Policy perspectives on child labour and with disability

Today, throughout the world, around 215 million children work and many of them work fulltime. They do not go to school and have little or no time to play. Many do not receive adequate nutrition or care. They are denied the chance to be children. More than half of them are exposed to the worst forms of child labour such as work in hazardous environments, slavery, or other forms of forced labour, illicit activities including drug trafficking and prostitution, as well as involvement in armed conflict.

Not only are children likely to acquire disabilities because of child labour, children who already have a disabilities may be at greater risk in general. Children with disabilities are less likely to be in school and more likely come from poor families since disability and poverty are linked. Depending on the nature of their impairments, children with disabilities may also be more at greater risk of workplace health and safety hazards, which may result in more serious impairments (such as deteriorating sight or hearing or increased asthma symptoms) or new forms of disability (Loeb M.E. and Edie A.H., 2006).

Uganda is one of the few countries in the region that has comprehensive legal provisions for inclusion of all people; including persons with disabilities, in the country's development process. Article 34 of the Uganda constitution (1995) specifically addresses the right of children, and defines children as persons under the age of 16 years.

Following promulgation of the 1995 constitution, councillors representing persons with disabilities are elected through Electoral College in the Uganda local governance structure from the village to the parliament. This has given persons with disabilities the power to influence decision making at all levels resulting in disability friendly legislations being enacted.

According to Article 21 of the constitution of Uganda, “all persons are equal before and under the law in all spheres of political, economic, social and cultural life in every other aspect and shall enjoy equal rights”.

Guided by the principles enshrined in the ILO's Minimum Age Convention No. 138 and Worst Forms of Child Labour Convention No. 182, The ILO International Programme on the Elimination of Child Labour (IPEC) works to achieve the effective abolition of child labour (ILO, 2011).

The Uganda Children's Statute of 1996 outlines broad protection for children. Section 9 provides that: “No child shall be employed or engaged in any activity that may be harmful to his or her health, education, mental, physical or moral development”. However, the implementation of the law has been hampered by many factors and the government has been unable to enforce prohibitions on child labour, especially in the informal sector (US Department of State 1999: BAT 2002).

Because many children with disabilities are born into chronically poor families, many end up not accessing education or dropping out of school due to factors both at school and in their homes and communities. Such children grow up believing that their disabilities are simply an economic and social curse and burden on their families. Evidence from studies carried out by the Uganda Society for Disabled Children (USDC) reveal that children with disabilities are unable to defend themselves, they are often left alone at home, and are often undervalued by those around them. This makes them particularly vulnerable to physical, sexual and emotional abuse. Such children are also less likely than their siblings to attend school, to go on outings, or to experience situations where they have to solve problems or to contribute to household chores. As a result, they grow to be disempowered adults, unable to take decisions, solve problems or take the initiative (USDC, 2002).

Children with disabilities in particular are a vulnerable group in Uganda because the population's attitude to disability is influenced by among other things ignorance and superstition. Evidence from studies carried out in Uganda indeed confirms that dependency, social isolation, rejection, vulnerability and powerlessness characterize the experience of children with disabilities. Many children with disabilities, especially adolescents face exploitation (including sexual abuse), they are denied access to social economic activities and are discriminated. There is also discrimination directly related to children with disabilities, and especially those in child labour. It is also true that disability related discrimination helps to cause child labour, and that children suffer discrimination because of the work they do (Lwanga Ntale, 2003).

Right to education for all

In relation to the promotion of the rights of children with disabilities, Universal Primary Education (UPE) is one of the Government of Uganda's main policy tools for achieving poverty reduction and human development. Measures are in place for positive discrimination of children with disabilities in Universal Primary

Education (UPE) entrance. The UPE policy ensures that if a family has a child with disabilities he/she should be given priority in registration. “Make education equitable in order to eliminate disparities and inequalities” is one of its main objectives.

As initially designed, the UPE policy had specific provisions to address gender and other inequities. For example, the policy paid special attention to the rights of the children with disabilities alongside the other children in the school. In practical terms, this entailed mobilising children with disabilities to go to school and expanding school facilities for children with disabilities.

Much as Uganda has all these strong policies to address disability, she is at a crossroads with regard to disability policy and practice. For example, research has pointed out that the children with disabilities who have the chance to go to school usually find the school environment unfriendly (USDC, 2002). Children without disabilities are sometimes cruel to their counterparts with disabilities; nicknaming, punching, slapping, beating, teasing and bullying them. This creates an inhospitable environment for the children. Such children may lose interest in school and end up dropping out and finding solace in child labour, which is exploitative and unhealthy in nature.

Already the National Disability Policy acknowledges some major concerns of persons with disabilities as limited skills and employment due to scarcity of appropriate educational scholastic and instructional materials. However, practical steps to address them are still inadequate (National Disability Policy 2006:132). Accessing mainstream programmes remains a challenge for persons with disability because of negative attitudes, which often lead to social exclusion and marginalization (UNHS 2005/2006:130).

UN Convention on the rights of persons with disabilities and ILO Convention no.159

At the international level, on December 13, 2006, the United Nations formally agreed on the Convention on the Rights of Persons with Disabilities, the first human rights treaty of the 21st century, to protect and enhance the rights and opportunities of the world's estimated 650 million people with disabilities. Countries that ratify the convention are required to adopt national laws or develop new ones, so that persons with disabilities will have equal rights to education, employment, and cultural life; the right to own and inherit property; and most importantly, not to be discriminated against in any way.

The convention came into force on 3 May 2008, and Uganda was among the first countries to sign the convention and she was among the first countries to sign the Optional Protocol. Uganda ratified the UNCRPD and its Optional Protocols on 25 September 2008. The convention stresses that persons with disabilities should be able to live independently and participate fully in all aspects of life. To this end, state parties should take appropriate measures to ensure that persons with disabilities have access to the physical environment, to transportation, to information and communications, and to other facilities and services open or

provided to the public. The convention also states that persons with disabilities should be guaranteed the right to inclusive education at all levels regardless of age, without discrimination and on the basis of equal opportunity. The convention is monitored by the Committee on the Rights of Persons with Disabilities.

Of equal importance is the ILO Convention (No. 159) concerning Vocational Rehabilitation and Employment of persons with disabilities (Geneva, 20 June 1983) ratified by Uganda on 27 March 1990. Article 3 of this convention aims at ensuring that appropriate vocational rehabilitation measures are made available to all categories of persons with disabilities, and at promoting employment opportunities for persons with disabilities in the open labour market.

3 DATA COLLECTION

3.1 Methods of data collection

This research has been based upon and guided by the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) description of persons with disability as including those:

“...who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”.

Given the above definition, therefore, children with physical, mental, intellectual disabilities and other sensory impairments were targeted by this study. The study employed both quantitative and qualitative methods to gather primary and secondary data from the respondents. The respondents included: Children with disabilities currently involved in child labour and those withdrawn from child labour. Children with disabilities in and out of school were also targeted. Equally important were households with disability children and parents with disabilities and the NGOs mandated to champion child rights and protection of children against abuse.

In the educational institutions, the main targets included primary school teachers and head teachers in schools that have inclusive education, Primary Teachers Colleges (PTCs) tutors, PTC principals, and students with disabilities in the PTCs.

3.2 Study coverage

The study covered the three districts of Rakai, Wakiso and Mbale in Uganda. These districts were purposively selected by ILO to represent the three major districts in which the SNAP project is currently based.

Table 2 Showing the sampled institutions and target districts

Phase	Name of institution	District
Designing Instruments	Kyambogo University/ Child-to-Child Programme.	Kampala
Pre-testing	Kireka Home for the Mentally Handicapped	Wakiso
	Kireka Quarry Site	Wakiso
	Uganda Youth Dev't Link (UYDEL)	Wakiso
Field work	Bikiira PTC – Rakai	Rakai
	Kyotera Central School	Rakai
	Nsambya Primary school	Rakai
	Kyotera primary School Kasambya	Rakai
	African Network for the Prevention & Protection Against Child Abuse & Neglect (ANPPCAN)	Rakai
	Kibuli Primary Teachers College	Wakiso
	Kizziba primary school,	Wakiso
	Janya primary school	Wakiso
	Gombe Kayunga primary school	Wakiso
	Huyslink Community Initiative	Wakiso

	Musoto Primary school	Mbale
	Nyondo Primary School	Mbale
	Nyondo Primary Teacher College	Mbale
	Child Restoration Outreach (CRO)	Mbale

3.3 Sampling procedure

The team used a combination of random sampling techniques such as stratified and simple random sampling in a school situation where the classroom stratification was followed. Meanwhile purposive sampling was used to choose key informants, for example; school administrators, college principals, tutors, social workers and heads of NGOs.

The main target of the study was children in and out of school, with special emphasis on the children with disabilities because they were the prime target of the study. In total therefore, 118 children participated in this study.

3.4 Research procedure and data collection methods

The study commenced with the designing of research instruments as the first activity on August 17, 2010. The second activity, which was the pre-testing of tools, took place on September 20 - 22, 2010. Data collection in the major Fieldwork took place during the period September 27 – October 15 2010.

The research team used a number of methods to collect the primary data for the study. These included document reviews, individual interviews, questionnaires, case studies, art and drawing, and focus group discussions.

3.4.1 Document review

The purpose of this review was to develop a clear and coherent understanding of the knowledge gaps on the linkages between child labour and disability in order to come up with suggestions on alternative courses of action or for further action research to be undertaken.

Much of the information gathered out of the document review is what makes up the content that has been presented as related literature in chapter two of this report.

3.4.2 Individual interviews

The team used Interviews guides to collect information from parents with disability, parents who have children with disabilities and students with disabilities in PTCs.

3.4.3 Questionnaires

Questionnaires were used to collect information from primary school teachers in schools that provide inclusive education, head teachers, Primary Teachers College tutors, PTC principals, and NGOs withdraw children from child labour.

3.4.4 Focus group discussions

Focus group discussions (FDGs) were used to collect information from the children with disabilities. These included children currently under child labour, children withdrawn from child labour, children with disabilities who are in primary schools. The FGD findings and artwork are discussed and presented in chapter four.

3.4.5 Case studies

The study employed the use of case studies in all the districts. It was used in the primary schools, street and homesteads to capture the experiences and challenges of children with disabilities in child labour and those withdrawn. Of equal importance were the challenges of parents with disabilities and parents looking after children with disabilities.

The same methodology was used to capture the positive school factors that have enabled children with disabilities to stay in school and progress with education up to higher levels.

3.4.6 Use of art and creative pieces of work and the SCREAM methodology

The study employed the use of the SCREAM (Supporting Children's Rights through Education, the Arts and the Media) approach by utilizing art and creative pieces of work from children with disabilities in schools depicting the challenges they face at school. The same methodology was also used to collect data from children who are currently working and former child labourers to represent their situation before and after involvement in child labour. Through this methodology, the study also sought to establish the impact of disability on the children's livelihoods more especially on education.

In addition, the children with disabilities were required to express their dreams about their future. It is true that positive dreams about the future can act as a good school – retention factor for any school – going child.

3.5 Sampling strategy/design and selection

3.5.1 Sampling design

The study was carried out in 03 Primary Teachers Colleges 08 Primary schools, 03 NGOs, 18 homesteads, 01 home for children with special needs and 03 parents' groups in the 03 districts of focus.

3.5.2 Institution identification and location strategy

Through the guidance of the ILO District Programme Assistants (DPAs), the team was guided in identifying the focal point NGOs, the councillors for persons with disabilities in the districts, the homesteads with children with disabilities and parents with disabilities, children with disabilities currently in child labour and those who have been withdrawn from child labour.

The research team relied on the 03 Primary Teachers Colleges (Kibuli, Nyondo and Bikiira- Rakai PTCs) more especially the Out-reach Deputy Principals, the CCTs (Centre Coordinating Tutors) and the focal point tutors for the mobilization and tracing of the students and the schools where inclusive education is in place.

4 PRESENTATION OF RESULTS

4.1 Introduction

The chapter presents the study results as follows:

- The socio-demographic distribution of the educational institutions and the NGOs that withdraw children from child labour in the three districts
- Child labour activities taking place among the children; focusing upon the home factors that drive children into child labour and the school factors that either drive children out of school or encourage school retention in the three districts.
- The most common forms of health hazards and injuries the children in child labour are exposed to in the three districts
- The most common forms of disabilities acquired through child labour in the three districts of Mbale, Rakai and Wakiso.
- Case studies of children with disabilities who have been forced into child labour and are unable to go to school because of their disability.
- Case studies of children and students with disabilities who have been able to progress in education to higher levels.
- The challenges faced by parents with disabilities in bringing up their children and challenges experienced by parents who have children with disabilities.

Overall, it looks at the interrelationship between child labour and disability in the three districts.

4.2 Demographic information on the institutions and organizations

4.2.1 The sampled primary schools and teachers

A total sum of fourteen (14) teachers was selected from six (06) schools in the designated districts of Rakai, Mbale and Wakiso. The selected schools included Kyotera central and Nsambya mixed in Rakai; Nyondo Demonstration & Mutoto Primary School in Mbale and Kiziba mixed and Gombe Kayunga in Wakiso. An average of two (02) primary schools and four (04) teachers per district was selected for this study. One or two selected teachers in each school were purposively chosen because they teach children with disabilities in their classes. In each school, one Senior Woman or Senior Man teacher was selected due to the counselling and guidance responsibility they hold in the school. Notably, from each of the selected schools one school administrator (head teacher) was chosen to provide a management and policy perspective to the study. Hence, in total, six head teachers were selected for the study.

Table 3 Demographic statistics on the sampled primary schools and teachers

Districts	Primary schools	Number of teachers	School administrators
RAKAI	Kyotera Central	03	01
	Nsambya Mixed	03	01
MBALE	Nyondo Demonstration	02	01
	Mutoto primary school	02	01
WAKISO	Kaziba Mixed	02	01
	Gombe Kayunga	02	01
TOTAL		14	06

4.2.2 Primary Teachers Colleges (PTC)

The Study was conducted in 03 PTCs in Mbale, Wakiso and Rakai districts respectively. The three colleges have been the focal point PTCs in the three districts under the KYU – ILO partnership since 2008. The PTCs include Biikira - Rakai, Nyondo - Mbale and Kibuli PTC in Wakiso district.

A total sample of 07 tutors was purposively selected for the study in the three districts, drawing an average of 02 tutors from each of the selected colleges. The selected tutors were chosen because of their active participation and involvement in students' affairs in the college and because they actually teach the students with disabilities in their class. In addition, the study considered the 03 Principals or the statutory heads of the 03 PTCs. The institutional leaders were selected to provide administrative and management input as well as add to the policy perspective to the study.

Table 4 Demographic statistics on the sampled PTCs, students and tutors

Districts	Primary teachers' college	Number of tutors	Number of students	Heads of institutions
RAKAI	Biikira PTC Rakai	02	09	01
MBALE	ST John Bosco Nyondo PTC	02	04	01
WAKISO	Kibuli PTC	03	03	01
TOTAL		07	16	03

4.2.3 Non Governmental Organizations (NGOs)

The study considered three active NGOs that are mandated to champion child rights and child protection. The selected NGOs included ANPPCAN (Rakai), CRO (Mbale), and Huyslink (Wakiso). These NGOs are spearheading the campaign against child labour, a social vice that is infringing on the rights of the children to a healthy physical, psychological, educational and emotional development.

In each of the NGOs the head of the organization was interviewed to find out administrative and management procedures, methods and policies that are in place to guide the effective running of the organization. Likewise, within each of the selected NGOs, three (03) social workers were selected to provide the practical field experiences. Therefore, a total sum of nine (09) social workers was considered for the study in the defined geographical districts.

Table 5 Demographic statistics on the selected NGOs and social workers

Districts	Non-Governmental Organizations (NGOs)	Number of social workers	Heads of institutions
RAKAI	African Network for the Prevention & Protection Against Child Abuse & Neglect (ANPPCAN)	03	01
MBALE	Children's' Restoration Outreach (CRO)	03	01
WAKISO	Huyslink Community Initiative (HLCI)	03	01
TOTAL		09	03

4.3 Common forms of health hazards and injuries caused by child labour

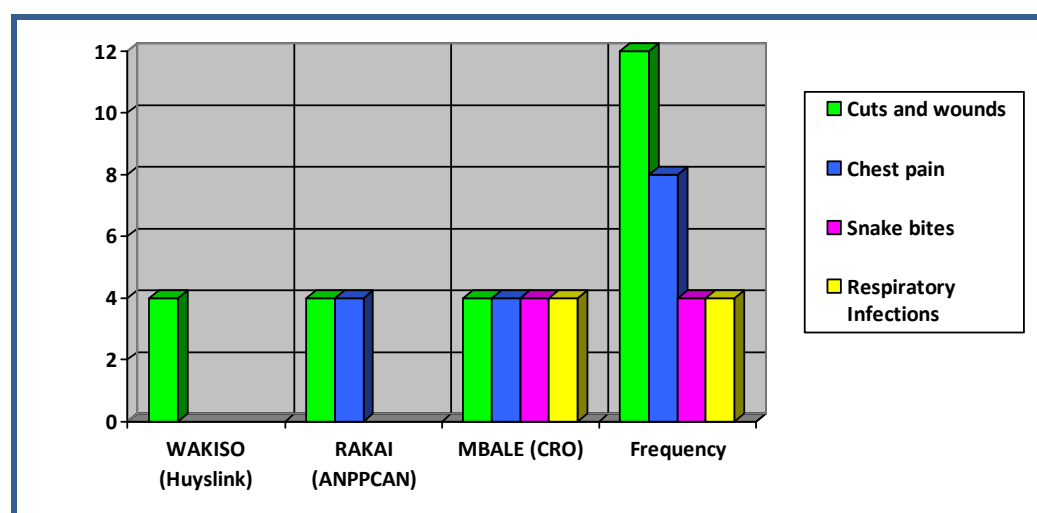
To establish the most common forms of health hazards and injuries, which the children in child labour are exposed to in the three districts, the study sought responses from the children who have got an experience of child labour and the implementing NGOs that withdraw children from child labour. The same institutions also deal directly with the children still in child labour.

This was an area of interest because such health hazards and injuries may lead to disability in the short or long run.

Table 6 Selected NGOs views about the most common forms of injuries and health hazards caused by child labour

Form of injury/ health hazard	Wakiso (Huyslink)	Rakai (ANPPCAN)	Mbale (CRO)	Frequency
Cuts and wounds	04	04	04	12
Chest pain		04	04	08
Snake bites			04	04
Respiratory Infections			04	04

Figure 1 Selected NGOs views about the most common forms of injuries and health hazards caused by child labour

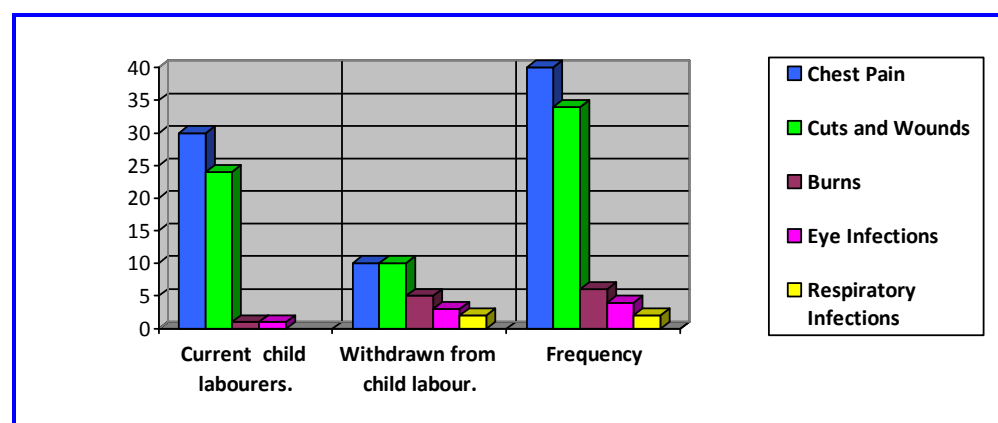


The data presented in table 6 represents the views of the implementing NGOs about the common forms of injuries and health hazards the children involved in child labour activities are exposed to. They identified cuts or wounds, chest pain, snakebites and respiratory infections as the most known health hazards and injuries.

Table 7 Views of children withdrawn from child labour about the most common forms of injuries and health hazards caused by child labour

Forms of injury	Currently in child labour.	Withdrawn from child labour.	Frequency	%
Chest Pain	30	10	40	46%
Cuts and Wounds	24	10	34	40%
Burns	01	05	06	7%
Eye Infections	01	03	04	5%
Respiratory Infections	00	02	02	2%
Totals	56	30	86	

Figure 2 Views of children about the most common forms of injuries and health hazards caused by child labour



The children's responses that are presented in table 7, to a high degree tally with that of the NGOs. However, they identified chest pain, cuts and wounds as the most paramount forms of injuries and health hazards that they are exposed to. Like the NGOs, they also identified other hazards such as respiration infections, burns and eye infections.

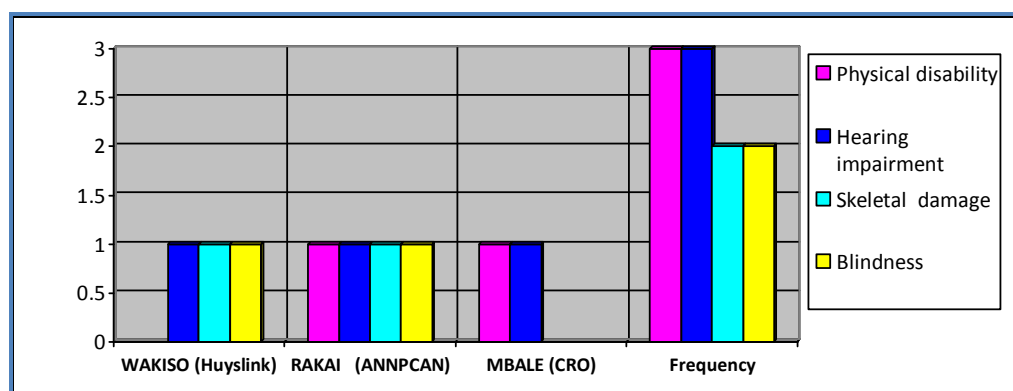
4.4 Common forms of disability caused by child labour

As a way of drawing the relationship between the common forms of health hazards and injuries and forms of disability that child labourers are exposed to, the study once again sought the views of the implementing NGOs and the councillors for people with disability. Their responses are presented in table 8 and table 9.

Table 8 Selected NGOs views about the most common forms of disability caused by child labour

Form of Disability	Wakiso (Huyslink)	Rakai (ANPPCAN)	Mbale (CRO)	Frequency
Physical disability	01	01	01	03
Hearing impairment	01	01	01	03
Skeletal damage	01	01	0	02
Blindness	01	01	0	02

Figure 3 Views of children about the most common forms of injuries and health hazards caused by child labour

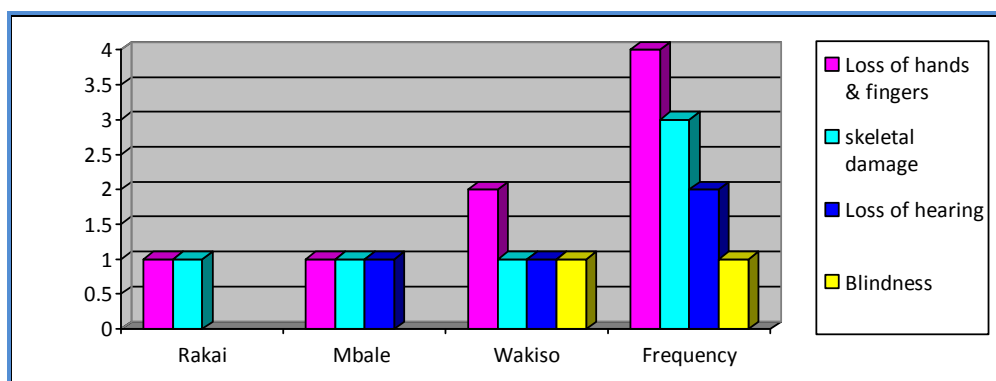


All the implementing NGOs in the three districts unanimously agree that the most common forms of disabilities among the children in child labour are, physical disability, hearing impairment, skeletal damage and blindness. They mainly attribute this to children working without protective gear in factories, stone quarries, construction sites and domestic child labour.

Table 9 Views of the Committee of Councillors for People with Disabilities about the most common forms of disability caused by child labour

Form of disability	Rakai	Mbale	Wakiso	Frequency
Loss of hands/fingers	12	12	12	36
skeletal damage	06	04	08	18
Loss of hearing	01	03	04	08
Blindness	03	0	04	07

Figure 4 Views of the Committee of Councillors for People with Disabilities about the most common forms of disabilities caused by child labour



The views of the Committee of Councillors for People with Disabilities (table 9) tally with that of the implementing NGOs in the three districts. They all share the view that child labour causes disabilities in children.

The most common forms of disabilities the councillors pointed out are all physical in nature. Physical disability (loss of fingers and hands) was mentioned in the three districts. They also ascribed this mainly to children working without protective gear in the maize factories (in Rakai), in distilleries (in Mbale) and in stone quarries (in Wakiso).

Skeletal damage was also identified in all the three districts. This was mainly attributed to children carrying heavy loads in construction sites, in stone and sand quarrying sites and working under harsh conditions in domestic child labour.

Other forms of disabilities mentioned by the councillors are loss of hearing that was mentioned in Mbale and Wakiso districts. They again linked this to children working without protective gear in factories and quarries. Lastly, blindness was pointed out in Wakiso and it was mainly associated to children being exposed to flying stones in the quarries.

4.5 Most common child labour activities in the three districts

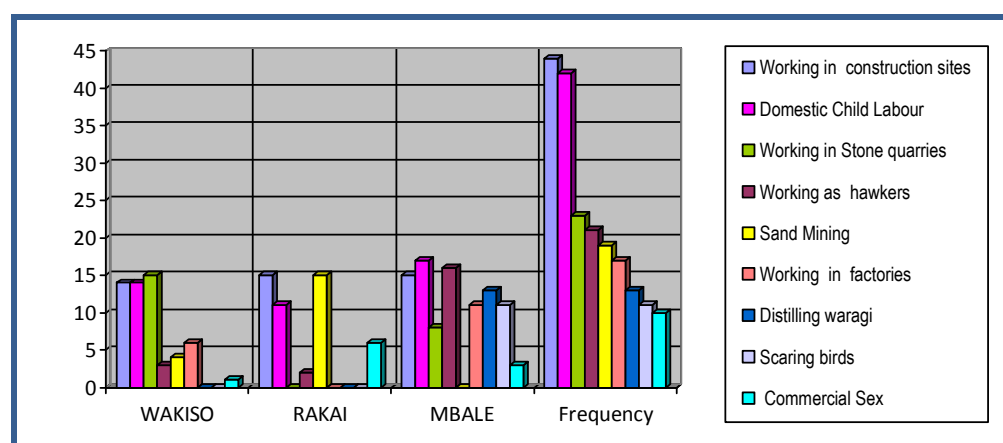
As a major step in this study, the team requested children to identify and mention the most common child labour activities that take place in the three districts. This was paramount in getting a foundation for the linkage between child labour and disability.

For this, the responses of 50 children who have been withdrawn and those involved in child labour was sought, regardless of whether they have any forms of disabilities or not. Each of them was required to identify at least 04 most common child labour activities taking place in their district. Their responses are presented in table 10.

Table 10 Common child labour activities stated by the children who are withdrawn and currently involved in child labour

Form of child labour	Wakiso	Rakai	Mbale	Frequency
Working in construction sites	14	15	15	44
Domestic Child Labour	14	11	17	42
Working in stone quarries	15	0	08	23
Working as hawkers	03	02	16	21
Sand Mining	04	15	0	19
Working in factories	06	0	11	17
Distilling waragi	0	0	13	13
Scaring birds	0	0	11	11
Commercial Sex	01	06	03	10

Figure 5 Common child labour activities stated by the children who are withdrawn and currently involved in child labour



The data presented in table 10, explicitly shows that working in construction sites and domestic child labour are the main activities many children in the three districts of Rakai, Wakiso and Mbale are involved in. it is also interesting to note that boys mentioned working in construction sites and mainly girls mentioned domestic child labour. Other highly rated activities are working in stone quarries, working as hawkers, sand mining and working in factories.

Due to the socio - economic activities that are in existence in some districts, some child labour activities seem to flourish in particular districts and are nonexistent in the others. For example, activities such as working in factories of rice, scaring birds in rice fields and distilling waragi were mentioned in Mbale only. Meanwhile, it was in Rakai that respondents identified hawking as a major child labour activity.

It is important to note that, the most common labour activities enlisted by the children are very risky in nature and may expose the children to injuries. Some of these injuries may cause disability in the short or long run.

4.6 Relationship between the most common child labour activities and the risk of disability

To establish the relationship between the most common child labour activities and the risk of acquired disability, the study again sought the responses of the same sample of 50 children who have been withdrawn and those involved in child labour, regardless of whether they have any forms of disabilities or not.

The study took into account the fact that all these children had an experience of child labour, and therefore, drawing from this experience, the respondents were requested write down at least 04 of the most common child labour activities that expose child labourers to a high risk of acquiring disabilities. Their responses are presented in table 11.

Table 11 Relationship between the most common child labour activities and the risk of disability in the three districts

Forms of child labour	Currently in child labour.	Withdrawn from child labour.	Frequency	%
Working in a Stone quarry	31	33	64	32%
Working in a factory	23	22	45	23%
Working in construction sites	13	14	27	14%
Distilling waragi	11	10	21	10%
Domestic Child Labour	10	11	21	10%
Scaring birds	04	08	12	6%
Working as a hawker	05	05	10	5%

Figure 6 Relationship between the most common child labour activities and the risk of disability in the three districts

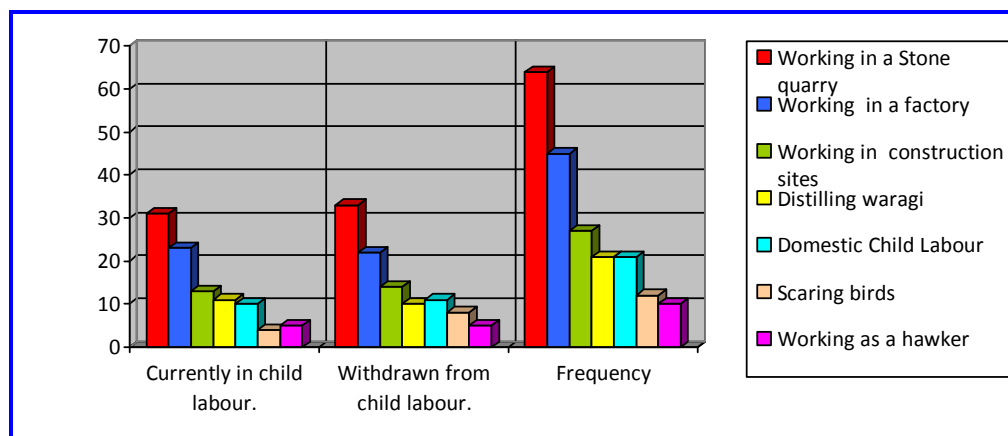


Table 11 presents the children's views about the relationship between the most common child labour activities and the risk of acquiring disabilities. It shows that 69% of the respondents rank working in stone quarries as the most hazardous child labour activity that exposes children to the risk of acquiring disabilities. Working in factories was ranked as second and in the third position was, working

in the construction sites. Other highly rated risky child labour activities are working in local distilleries and domestic child labour, mentioned by 20% of the respondents. The least rated disability- related child labour activities identified by the children are working as hawkers and scaring away birds in the rice fields. This was mentioned by 11% of the respondents.

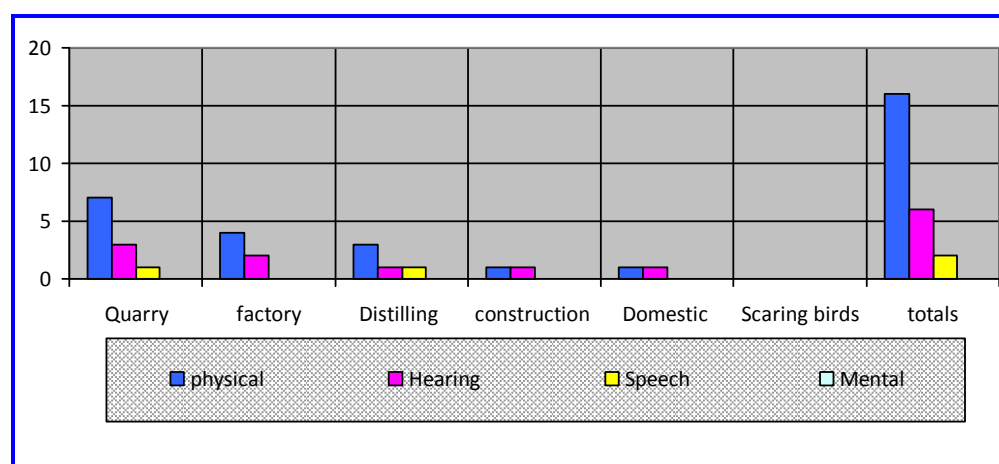
4.7 Most common forms of disabilities acquired through child labour

As the main hinge of this study, the team set out to establish the most common forms of disabilities that children acquire under child labour. The sample of respondents for this part of the study was purposefully selected. It consisted of 22 former child labourers who had acquired different forms of disability under child labour. The categories of disability mainly identified for focus were physical, mental, hearing and speech disabilities. These four categories were weighed against the most common forms of child labour identified by the children in table 10.

Table 12 Views of children about the most common forms of disabilities acquired through child labour in the three districts

Forms of child labour	Nature of disability				Totals
	Physical	Mental	Hearing	Speech	
Working at a Stone quarry	07	00	01	01	09
Working in a factory	04	00	02	00	06
Distilling waragi	03	00	00	00	03
Working in construction sites	01	00	01	00	02
Domestic Child Labour	01	00	01	00	02
Scaring birds	00	00	00	00	00
Totals	16	00	05	01	22

Figure 7 Views of children about the most common forms of disabilities acquired through child labour in the three districts



Out of the 22 children who participated in this area of focus, 16 (72%) reported to have acquired a particular kind of physical disability as they engaged in child labour while 05 (23%) reported to have acquired a hearing disability. Only 01

respondent reported to have acquired a speech disability and none reported to have acquired mental disability because of engaging in child labour.

The feedback clearly shows that the children interviewed acquired more of physical disabilities than the other three categories of hearing, speech and mental disabilities. It also shows that mental disability, acquired because of child labour was absent among these children.

In order of frequency, it is clear that the following child labour activities cause disabilities in the children interviewed: stone quarrying 41%, working in factories 27%, distilling waragi (alcohol) 14%, working in construction sites 09%, domestic child labour 09% and none mentioned working in the fields to scare away birds.

4.8 School retention and dropout related to education of children with disabilities

4.8.1 Factors that may drive children with disabilities out of school

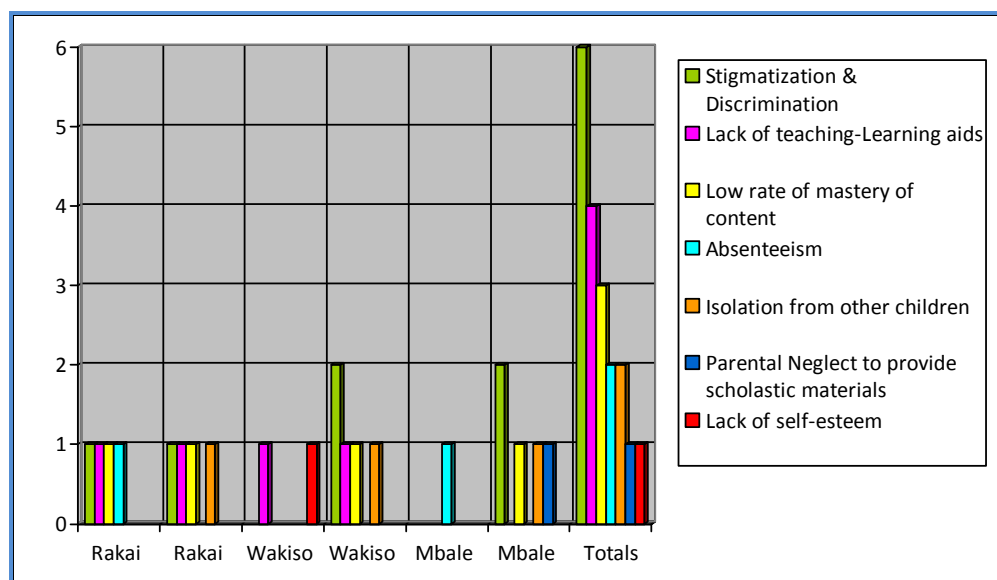
Factors that drive children with disabilities out of school may eventually send them into child labour. There are challenges that these children face both at home and at school, which may make school attendance a nightmare. Such children may find solace in dropping out at an early age and end up in exploitative conditions.

To identify such challenges, the team sought the responses of the children with disabilities in primary schools. Primary school teachers who teach children with disabilities and special needs were also targeted because they interact with them closely.

Table 13 Challenges the children with disabilities face in primary schools (teachers' responses)

Challenges	Rakai Teachers Responses		Wakiso Teachers Responses		Mbale Teachers Responses		Totals
	Nsambya Mixed	Kyotera Central PS	Kiziba PS	Kayunga Gombe PS	Musoto PS	Nyondo Demo PS	
Stigmatization & Discrimination	01	01		02		02	06
Lack of teaching-Learning aids	01	01	01	01			04
Low rate of mastery of content	01	01		01		01	03
Absenteeism	01				01		02
Isolation from other children		01		01		01	02
Parental Neglect to provide scholastic materials						01	01
Lack of self-esteem			01				01

Figure 8 Challenges the children with disabilities face in primary schools (teachers' responses)



In table 13, stigmatization and discrimination are ranked high as the main challenges children with disabilities face in primary schools. This implies that children with disabilities are often isolated and denied peer interaction and they hardly share with the fellow children. This negatively affects their interest and zeal to learn in the short and long run.

The statistics also shows that lack of tailor-made teaching-learning aids and low rate of mastery of content by children with disabilities are other barriers affect regular school attendance by these children. The teaching of children with special needs requires special needs teaching skills and accessible study materials for the children.

Equally important to note is the fact that the teachers sighted the parents' neglect of providing scholastic materials and school fees to children with disabilities as a deterrent home factor.

Table 14 Challenges children with disabilities face in school (children's responses)

Challenges	Rakai	Mbale	Wakiso	Total
No disability friendly facilities	02	02	03	07
Stigmatization & discrimination	02	02	03	07
Teachers Lack of specialized skills.	01	02	01	04
No special consideration given to the disabled children in class tasks	00	00	01	01

Figure 9: Challenges children with disabilities face in school (children's responses)

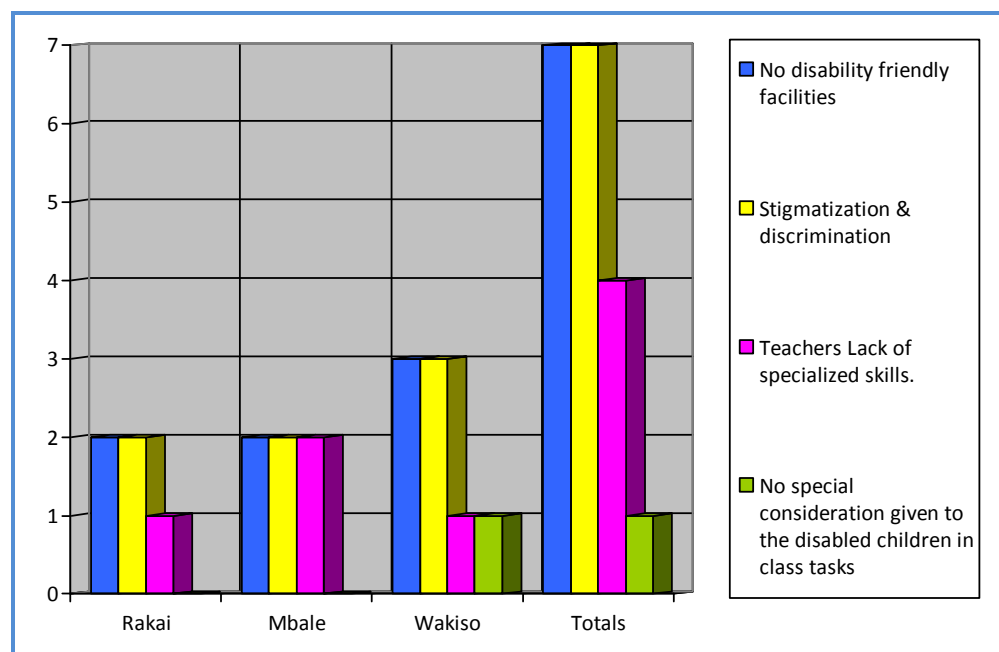


Table 14 categorically shows that lack of a disability friendly environment and stigmatization are the main challenges the children with disabilities face in school.

The physical infrastructure of many primary schools does not cater for the children with disabilities. This affects their effective movement and functionality in the school environment. Consequently, this may affect their ability to interact with other children and to learn effectively.

The children's responses to a high degree concur with the observations of the teachers. Stigmatization and discrimination, inadequate skills by most teachers in teaching and supporting children with disabilities and inadequate provision of a disability-friendly environment are the major challenges that children with disabilities mentioned. The teachers also emphasized stigmatization, discrimination and lack of tailor-made teaching-learning aids as major challenges. Other challenges that the teachers identified but were not mentioned by the children are low rate of mastery of content by children with disabilities and parents' neglect of providing scholastic materials and school fees to children with disabilities.

4.8.2 The school retention factors for the children with disabilities

To explore the school retention factors for the children with disabilities in primary schools, the team established from the teachers and the school administrators the disability – friendly policies in place and the support given to children with disabilities in their respective schools.

Table 15 Disability – friendly policies in schools and support given to children with disabilities (head teachers’ responses)

Category of disability – friendly policies and support offered	Rakai Head Teachers Responses		Wakiso Head Teachers Responses		Mbale Head Teachers Responses		Totals
	Nsambya Mixed	Kyotera Central Ps	Kiziba PS	Kayunga Gombe PS	Musoto PS	Nyondo Dem PS	
Freedom of association and participation in co-curricular activities	01	02	01	02	02	02	10
Provision of remedial lessons	01	01	01			01	04
Disability – friendly environment. E.g. toilets, ramps etc	01		01	01		01	04
Recruiting trained teachers		01		-		01	02
Giving extra time during exams		01		-		-	01
Provision of Scholastic materials and uniforms	01			-			01
Giving Lunch				01		-	01

Figure 10 Disability – friendly policies in schools and support given to children with disabilities (head teachers’ responses)

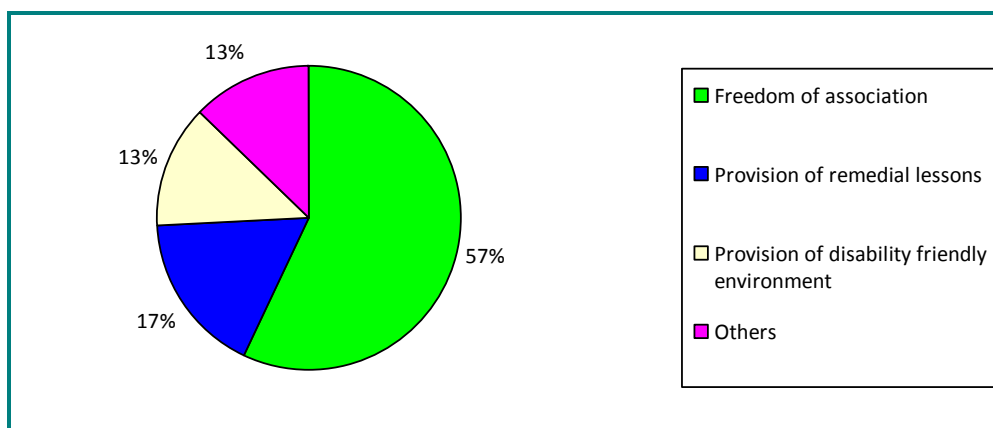


Table 15 and figure 9 above show the responses of head teachers about the school retention factors for children with disabilities in the three districts. The identified school administrators pointed out; disability friendly policies such as; freedom of association with other children [and encouragement of participation in co-curricular activities], provision of remedial lessons by teachers and provision of a disability – friendly environment as the main strategies put in place to provide a

friendly school environment for the children with disabilities. Another factor highly rated is recruitment of trained teachers.

The head teachers' responses sharply contradict with that of the children and the teachers who pointed out discrimination, stigmatization plus lack of a disability friendly environment as the major challenges the children with disabilities face at school. This contradiction entails that although the sampled schools have disability – friendly policies in place, their effective implementation could still be weak.

4.9 Real case studies of children and students with disability on child labour

These are real life experiences of some children with disabilities targeted by the study in the three districts. Seventy (70) children participated in the case study and creative art activities. Of these, the most relevant pieces and stories were selected to represent their views in this report.

The case studies have been presented in three major categories:

- The first category is children who have ended up in child labour or were once under threat of engaging in child labour because of disability.
- The second category is children who have been disabled in the process of engaging in child labour.
- The third category is the children whose parents have got a disability and because of that they have been exposed to child labour.

NB: For purposes of protecting the privacy of the respondents, this report has not used the real names of the children whose stories appear herein.

4.9.1 Children in child labour or under the threat of child labour because of disability

This sample covers children who have ended up in child labour or were once under the threat of getting into child labour because they have a disability.

Case study 1: John the sixteen-year-old boy in Mbale district

John lives in one of the homesteads the study targeted in Mbale district. The research team talked to him and found out that John is the first born in his family, but he does not go to school. His younger siblings go to the nearby primary school. John's parents are peasants. They carry out farming and goat rearing for a living. His father has had some formal education and he speaks good English.

John's father testified that his son was born without any disability. When he was three years of age, John contracted very bad malaria. It was in the process of getting treatment that John got an over-dose of quinine. This immediately changed

his life because now John has intellectual disability, he has a hearing impairment, and he looks much younger than his age. Because of these disabilities, his parents decided to keep him out of school. John's parents engage him in brick making. He does this work every day, and he works almost the whole day! His father argues that it is the best way to keep him occupied and at home. Without such work, John usually roams around the village and the villagers take advantage of him by engaging him in other forms of child labour with no pay or little pay - if any.

John's father also says that Nyondo Demonstration School – the only school that offers education for children with Special Needs in Mbale district, is very far and too expensive, so the best option to him has been to keep John out of school.

Case study 2: Joseph a fifteen-year-old boy who lives in Kyotera, in Rakai district

Joseph lives with his mother who is a widow and a peasant farmer in Kyotera in Rakai district. He has six siblings, and four of them go to school. He has a hearing and speech impairment and has Down syndrome. Apart from this, Joseph has six fingers on each of his hands. In communicating with Joseph, the research team used sign language, and relied much on what his mother had to say. His mother says that by the time Joseph was three and a half years, he could not walk or talk. She testifies that the community around his village looks at him as an abnormal child and others even refer to him as 'a curse'.

She has a challenge of raising school fees and at the same time looking for food to sustain her family. As a single parent, Joseph's mother is not able to cater for the education of all her children more especially Joseph whom she refers to as 'the other child'. Since food is in short supply and Joseph is not in school, he spends all his days roaming in the streets and around the hotels of Kyotera town begging around for money and something to eat. At times, he engages in casual labour e.g. clearing garbage in hotels and homes as well as carrying loads for traders in the local market for which he hardly gets a pay!

Case study 3: Baka a 13-year-old boy working as a scarecrow in Mbale Musoto area.

Baka is a 13-year-old boy who was born with one arm. He does not go to school. In his own words, he says, *"I have never gone to school because I cannot write. As my brothers go to school, my mother sends me to the rice field to scare away birds. If the birds eat the rice then that day, I am not given food to eat, as my mother says that the birds have eaten my portion"*.

Because of such harsh treatment from his mother, Baka has to wake up early in the morning and go to the field, which he leaves very late in the evening so that

the birds do not eat the rice. Sometimes in the field, he chews sugar cane as his. At home, only supper is prepared as all his other brothers eat lunch at school.

Case study 4: Besi a 14-year-old girl in Masulita – Wakiso district

Besi is a 14-year-old girl, who was born with a physical disability. Both her legs are paralyzed. She crawls around using her hands. At the age of three, she was abandoned by her parents and dropped her at her grandmother's place.

It is a school policy that children coming from such low-income families do some work at school to contribute towards their school fees. Besi says, *"I do work at school to contribute to my school fees but because I am slow some of the children complete their work before me, and I am left at in the school garden alone. At times, I can dig the whole day. In the field, sometimes some insects bite me and some thorns can pierce me. Most of the days I do not go to class or play with other children during break time. Some children mock me saying that I am lame that is why I cannot be as fast as they are. When I report them, the teachers do not believe me and when I told my grandmother about it, she said the only way I can stay at school is by working. I want to become a nurse and work in hospitals so that I can help the children with disabilities"*.

Case study 5: Sara, a student in Nyondo PTC in Mbale

Sara has a hearing disability. Despite this disability, she has been able to progress with her education. At the age of 18, she is already pursuing a course in Primary Teacher Education. Sara's long journey has had both opportunities and challenges. For example, at home, she suffered discrimination from her siblings and even her father. In her own words, she testifies that: *"My brothers mistreated me and said that my father was wasting money to send me to school. As a result, my father always gave me school fees last. At home, I over worked and I had to take care of all my siblings. At one time, I was compelled to rear livestock as a payback for my school needs and fees. At this point, I actually considered dropping out of school"*

Sara's forward looking opportunity struck when nuns in the nearby catholic parish took up full responsibility of paying her school fees. From then on, she was able to go to school without big challenges. Moreover, at the college, there are factors that have enabled her progress smoothly with her studies. She says that the college administration is very considerate of her impairment. Besides, she says that both her tutors and fellow students treat her well. There is no discrimination against her. To enable her catch up with the rest of the students, her tutors usually give her remedial work.

4.9.2 Children who became disabled due to child labour

This sample covers children who are currently involved in child labour and those who have been withdrawn, but all have acquired a disability of some sort because of engaging in child labour.

Case study 6: Dona a 17-year-old girl distilling alcohol (waragi) in Mbale Musoto area.

Dona is a 17-year-old girl working with traditional distilling company in Musoto sub parish in Mbale district. She has a physical disability.

In her own words, she says, *“I lost a hand as I was trying to fix the cover of the distilling tank. When these tanks are not well fixed, they burst due to pressure. Therefore, I was trying to fix one. Unfortunately, the pressure was already too high so it hit my hand. Now it is hard for me to get what to do and if I am given work, I work for longer hours and yet get less pay compared to other children”.*

Case study 7: Fanta a 15-year-old girl in Mbale Musoto primary school

Fanta is a 15-year-old girl who started engaging in child labour at the age of 13 after the death of her parents. She used to work in the market selling onions for people who would pay her according to how much she had sold in a day. She says that sometimes her employers would not pay her especially the men.

She testifies that, *“At times, the customers used to take my goods without pay. Others would demand to touch my private parts first before they can pay for the onions. One time, as I was running after a man who had taken my onions without pay, a car knocked me and I broke my legs. I did not get enough treatment so I now limping. The owner of the onions still demands for his money and I have promised to pay him when I get it”.*

Fanta is now supported by a teacher and is at school. However, at both home and school she still faces challenges with walking around because her disability has now slowed her down.

Case study 8: Rakai: Peter a 17-year-old child working in a grinding mill

Peter is a 17-year-old child working in a grinding mill. He lost his fingers in the process of engaging in child labour.

He says, *“One day, I was told to fix the machine. A colleague switched on the power before I could accomplish my task, and the machine cut off my fingers.”*

Now I do not do the kind of work I enjoy. I only lift the bags of maize flour and load them on trucks because I cannot operate the machine without my fingers”.

Case study 9: Tom the 16-year-old boy was working in a stone quarry in Wakiso district.

Tom the 16-year-old boy was working in a stone quarry in Wakiso district. He says, *“We were loading stones on to a car when it lost its brakes. I was standing behind the car so it knocked me down and I broke my legs. I lost one of my legs totally but managed to save the other in the hospital. I lost the work as everyone blamed me for standing behind the car and I did not receive any compensation. I had a talent in football but I have lost it all. I can only watch but I cannot play. I have heard of the football team for the children with disabilities in town but I do not know the procedures of joining this team”.*

Tom laments that many employers cannot give him work because of his physical disability. At home, he is stigmatized. He says, *“My step father says I am lazy but I know that I am not lazy. I am still as strong as I used to be but no one can give me work to do”.*

4.9.3 Children ended up in child labour because their parents have a disability

This is the category of children whose parents have a disability and because of this, they have ended up in child labour.

Case study 10: Masaba and Welishe.

Masaba and Welishe are aged 12 and 10 years. They live with their aunt Antonia who is a 46 years old woman living in one of the villages found on the slopes of Mt. Elgon in Mbale district. She was born with a physical disability (she has ‘Club Feet’). At one time, she got married but her husband sent her out of their marital home because of her disability. Antonia does not own a house so she lives with her younger brother who is also a peasant farmer. The only place he affords to let out to Antonia is a hut they use as a kitchen during the daytime.

Antonia has been able to send the children to school, but is unable to raise full fees for them. The study team found out from the children that they fetch water and engage in other casual labour at school as a payback for their fees. At times, they work in construction sites and scavenge for scrap around the trading centre next to their village.

Case study 11: Tina the 16 year old girl in Rakai.

Tina is a sixteen-year-old girl. Her mother has a physical disability.

Tina's mother suffered from polio when she was young and because of this, her legs became withered. She does not have a wheel chair for easy movement and therefore uses her hands to support her movements around.

She gave birth to Tina at the age of 17 and the father of the baby denied responsibility. She however, managed to send her daughter to school up to the level of primary- five. As a single mother with no support, she could not afford to send her daughter to school beyond this stage. The research team talked to Tina and her mother and found out that Tina is now the soul breadwinner at home and she works in a place that doubles both as an eating-place and as a bar. Here she mainly fetches water and cleans the place. In the evenings, she helps to serve drinks to the revellers who frequent the place.

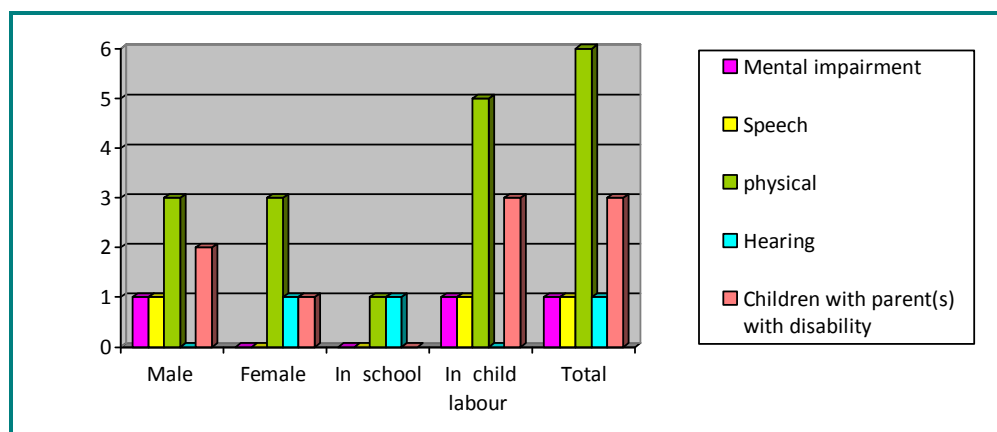
In her own words, Tina says, *"I have to work to support my mother. I do not know my father. I do not enjoy the work I do because there is little pay and many times the men who come to eat food and take alcohol make passes at me. There are some days when I leave work very late; this is very risky for me. One of my friends was once gang – raped and she almost died....I fear for my life too"*.

4.9.4 Discussion of the case study findings

Table 16 Case study findings on the relationship between child labour and disability

Nature of Disability	Male	Female	In school	In child labour
Mental/Intellectual	01	00	00	01
Speech	01	00	00	01
Physical	03	03	01	05
Hearing	00	01	01	00
Children with parent(s) with disability	02	01	00	03
TOTALS	07	05	02	10

Figure 11 Case study findings on the relationship between child labour and disability



Statistics presented in table 16 and figure 10 show that out of the 12 children whose case studies have been captured in this study, 10 [83%] are engaged in child labour. Moreover, out of the 10 children engaged in child labour, 05 have a physical disability. This is an evidence of the earlier findings of this study [under 4.4] that revealed, that children with physical disabilities are more vulnerable to child labour than do those with sensory and mental disabilities. In addition, there is a close relationship between physical disability, negative community attitude towards physical disability and child labour.

4.10 Use of art and creative pieces of work and the SCREAM methodology

The study employed the use of the SCREAM (Supporting Children's Rights through Education, Arts and Media) approach by the utilizing art and creative pieces of work of children with disabilities in primary schools. This was meant to seek the impact of disability on the children's life, more especially on their education opportunities, and to enable them express their dreams about the future.

4.10.1 'My life and child labour'

These pieces were drawn by a 12 year old boy who was born with a physical disability (he is lame). He is an orphan who has been withdrawn from child labour by CRO and he now goes to Musoto primary school in Mbale district. When his father died, his uncle took him to work in bar as a cleaner. Apart from working in the bar, he also worked as a cleaner in the main market. It was from here that CRO identified him and withdrew him from child labour.

Art Piece 1 My life before child labour

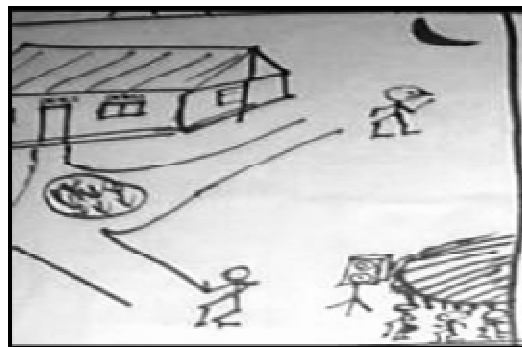


“I was a happy child when my parents were alive. I was taken to school by my father”.

Art Piece 2 My involvement in child labour



Art Piece 3 My life after child labour

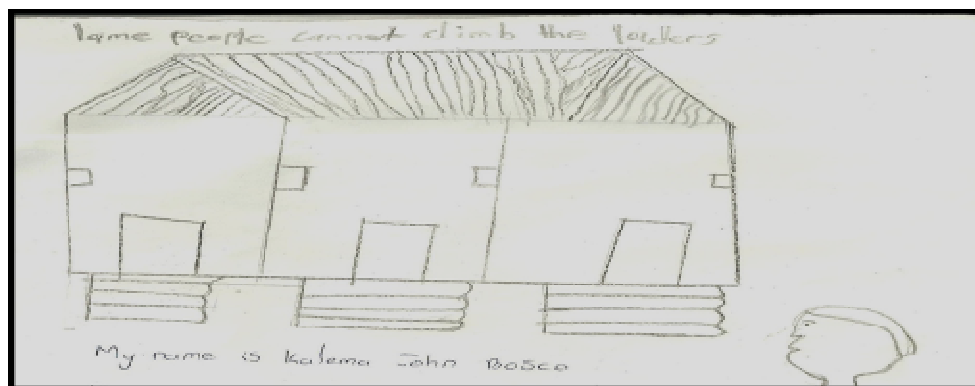


“When my father passed away, I began working in a bar and in the market. With the help of CRO, I was withdrawn from child labour and I am now in school.”

4.10.2 ‘The challenges I face at school’ (1)

Bosco is a primary- five child in Kayunga Primary School in Wakiso district. He has a physical disability (he was born lame). He came up with this art piece to express his major challenge at school, which is the high stairs/steps. He finds it a problem to go up the steps, more especially during the rainy days.

Art Piece 4 The challenges I face at school (1)

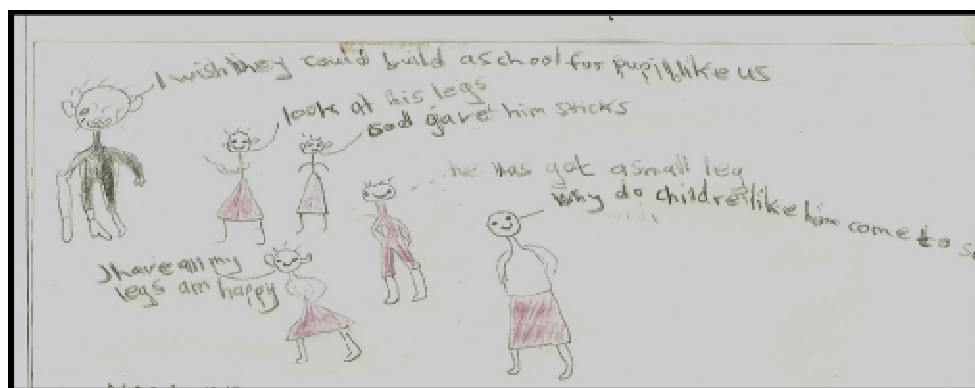


“Our classroom block does not have disability-friendly steps”

4.10.3 ‘The challenges I face at school’ (2)

Sylvia is in primary three in Gombe Kayunga Primary School in Wakiso district. She has a physical and speech disability. She drools as she talks and she cannot control the continuous flow of her saliva. Because of this condition, other children discriminate against her and do not want to play with her or even sit near her at school. On the way to and from school, she faces the same kind of isolation because of the general belief that this is a contagious condition.

Art Piece 5 The challenges I face at school (2)



“Some children are not friendly. They call me names and laugh at me”

4.10.4 ‘The school I want to study in’

Mary is in P.4 and she was born deaf. She is studying in Nyondo Demonstration School in Mbale district, which has a section for deaf children. She wants to study in a school where she can play and make friends with other children. Mary says she would be happy if her school could provide the children with disabilities with a reliable means of transport. Her main challenge is coming to school during rainy days.

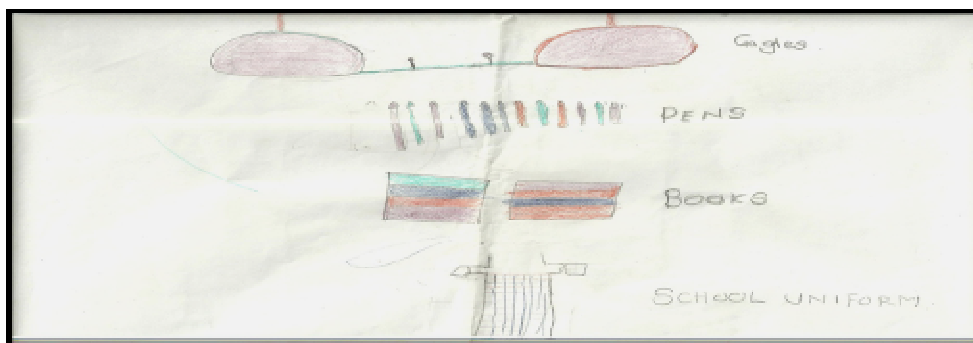
Art Piece 6 The school I want to study in



4.10.5 'My school needs'

Watsemwa Caroline is in P.5 in Nyondo Demonstration School in Mbale district. She was born deaf and she has some level of visual impairment. Her parents can only afford to pay fees. Good Samaritans and the school administration cater for the rest of her school needs. Her major wish is to have her parents providing for her all these needs.

Art Piece 7 My school needs



'These are my school needs that I wish my parents could always provide'.

4.11 'My Dreams for the future'

This component aimed at exploring the school retention factors for children with disability by bringing forward the feelings, rights and needs of children with disability who are in primary schools.

4.11.1 'I want to become a pilot and I want to drive a big car'

Art Piece 8 I want to become a pilot



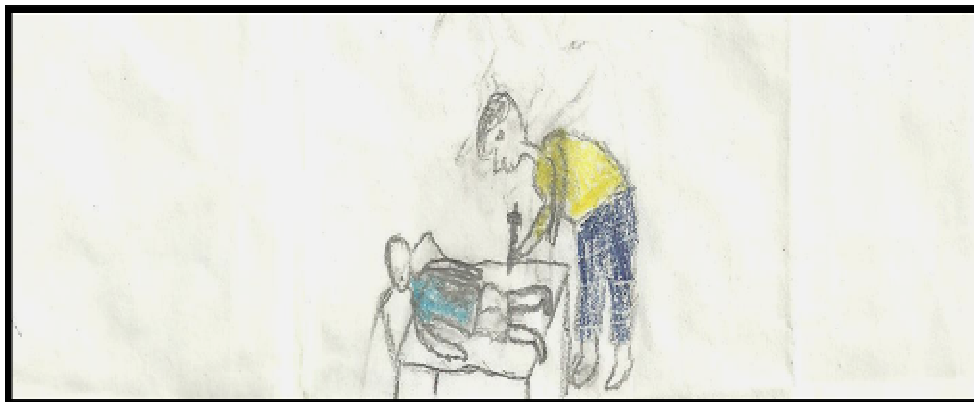
Art Piece 9 I want to drive a big car



Mwilo, a P.6 boy in Nyondo Demonstration School in Mbale district, drew this piece. He is deaf and got disabled at the age of three. He wants to stay in school and become a pilot and to own a big car.

4.11.2 'I want to become a doctor'

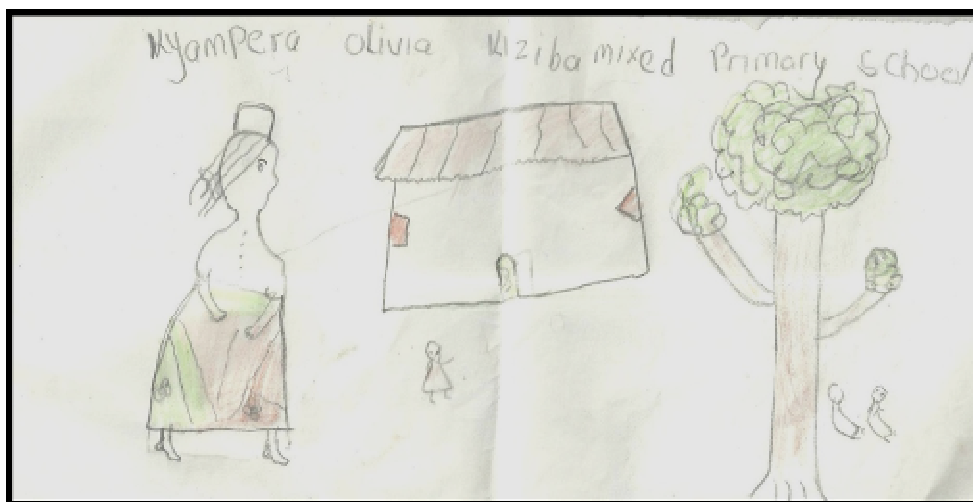
Art Piece 10 I want to become a doctor



Ronny a P.5 boy in Nyondo Demonstration School in Mbale district drew this piece. He is a pupil in the section for children with disabilities. He has a hearing disability. His future dream is to become a doctor.

4.11.3 'I want to become a nurse'

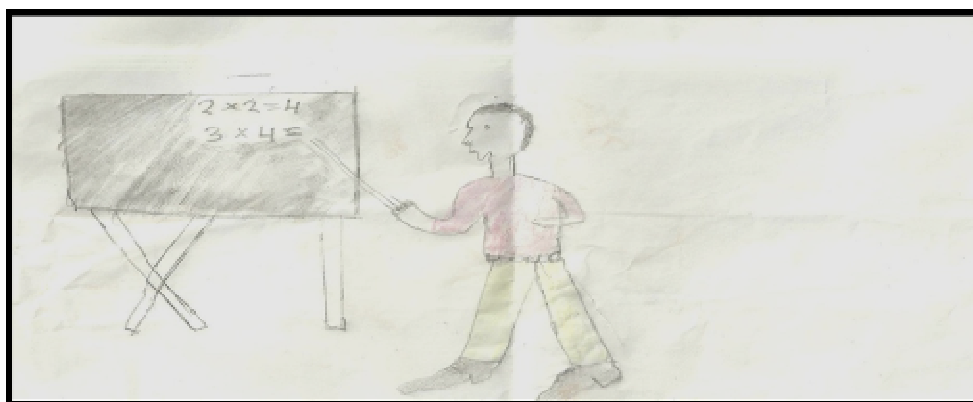
Art Piece 11 I want to become a nurse



Olivia is a 14-year old girl who is a pupil in Kiziba Mixed Primary School in Wakiso district. She was born with a physical disability. Both her legs are withered. She crawls around on her knees. She wants to become a nurse so that she can help the children with disabilities.

4.11.4 'I want to become a teacher'

Art Piece 12 I want to become a teacher



Francis is 12 years old and he is in P.6 in Kiziba Primary School in Wakiso district. He has a physical disability. His left leg is much shorter than the right one. Apart from this, he is extremely tall. Teachers and children call him names because of this disability. Because of this, he has a very low self-esteem. He is however determined to stay in school and he wants to become a teacher.

4.12 Summary of the creative art pieces

The eleven (11) art pieces bring out the fact that children with disabilities have the same feelings, rights and needs as any other children. It is true that what keeps all children in school is the hope of achieving an overall aim and a positive dream. This acts as a strong school retention factor, which could protect the children from dropping out from school and digressing into child labour.

Notably, evidence from the drawings and explanations of the children with disabilities in Nyondo Demonstration School in Mbale, Kiziba Mixed Primary school in Wakiso and Kyotera Central Primary School in Rakai confirms the findings of this study (under 4.4.2). It reveals that children with disabilities face challenges of discrimination and stigmatization both at home and at school. The unfriendly physical architectural setup in most schools, the mountainous terrain [In Mbale district] continues to be major physical barriers to the participation of children with disabilities in education. Such conditions in schools act as excluding barriers to effective participation of children with disabilities. This may lead to high levels of dropout, thus, exposing them to the risk of child labour.

4.13 Conclusions and recommendations

4.13.1 Conclusions

A number of key issues have emerged from the study. These are summarized into four main points:

1. The existing school based disability - focused policies and programmes in their present form are not strong enough in addressing the needs of children with disabilities with respect to staying in school.
2. Children of poor parents with disabilities and from poor homes are more vulnerable to child labour than their counterparts who are from economically well-to-do families.
3. Children with disabilities, who were interviewed, are facing various forms of exclusion, discrimination, stigmatization and neglect. It is discrimination and negative attitude rather than disability itself, which is at the heart of the exclusion experienced by disabled children thereby leading to a greater risk of child labour.
4. The most common forms of disability caused by child labour occur under hazardous conditions such as quarrying, working in factories, working in construction sites and under domestic child labour.

Most importantly, available evidence from the study confirms that disability has a close relationship with child labour. In addition, compared to the children with sensory and mental disabilities, children with physical disability are more vulnerable to child labour. Moreover, children engaged in child labour are more at risk of acquiring physical disability than sensory and mental disabilities.

4.13.2 Recommendations

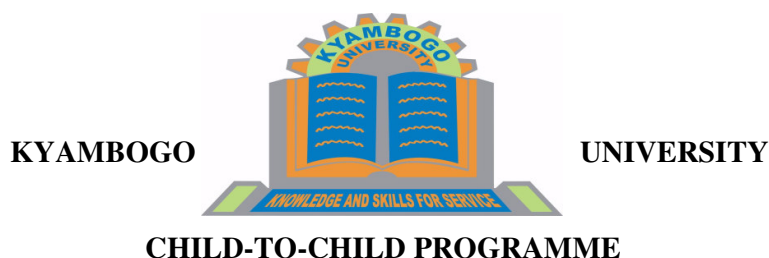
It is the hope of this consultancy team that this study helps to illustrate the huge impact disability has on the phenomenon of child labour and on the daily lives of working children. The researchers feel this study demonstrates the need to:

1. Carry out a deeper and larger action research to establish the detailed nature of the relationship between child labour and disability.
2. Conduct a tracer study of the children with disabilities who drop out of school as a way of establishing further the relationship between the unfavourable school conditions and the attrition of children with disabilities into child labour.

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APPENDICES



Interview guide for children who have been withdrawn from child labour

Preamble

This study is intended to establish the relationship between disability and child labour among children and families in the programme districts of Rakai, Mbale and Wakiso.

The information provided will be treated professionally and with utmost confidentiality.

1. Demographic information

Category	Response
Sex	
Age	
Level/grade of Education stopped	
Village/Parish/Sub County/TC/District	

2. Activities

- (a) What sector were you working in?
- (b) What Child Labour activities were you involved in?
- (c) How many were you working in a day and per week?
- (d) At what time were you working? (Seasonal, night, day, weekends, school hours)
- (e) How long did you do this kind of work?
- (f) What are the factors that pushed/pulled you into this kind of work?

3. Home conditions

- (a) Do you live with both your parents?
Yes (...)
No (...)
Father only (...)
Mother only (...)
With my siblings only (...)
With guardians (...)
Step parents (...)
- (b) Are your parents/Guardians/Siblings in support of the work you are doing?
Yes (...)
No (...)
Why?
.....

4. Work conditions

- (a) At what age did you start working?
.....
- (b) How did your employer treat you in relation to other workers?
.....
.....
- (c) Were you paid a salary/wage?
Yes (...)
No (...)
If yes, how much were you paid in a month? (If paid in kind goods and or services, state what is paid?)
.....
- (d) Were you given the same workload as the other workers?
Yes (...)
No (...)
If there was a difference, explain:
.....
- (e) Were you given protective gears while performing your work?
Yes (...)
No (...)
Explain:
.....
- (f) How did the rest of the workers treat you?
.....
.....
- (g) *The person collecting the data should have adequate knowledge to assess whether the child is in worst forms of child labour and make a comment.*
.....
.....

5. Health related challenges

Mention any challenges related to your health

(a) Before engaging in this kind of work

.....
.....

(b) After engaging in this Kind of work

.....
.....

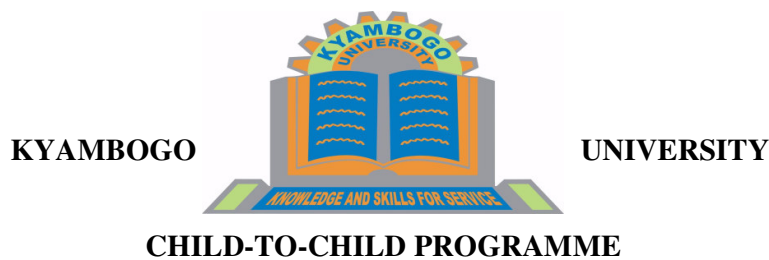
(c) How did this health challenge occur/happen?

.....
.....

(d) And how did you overcome it? Or where did you get support from?

.....
.....

Thank you for your cooperation



An interview guide for children who are disabled and are in inclusive and special schools.

Preamble

This study is intended to establish the relationship between disability and child labour among children and families in the programme districts of Rakai, Mbale and Wakiso.

The information provided will be treated professionally and with utmost confidentiality.

1. Demographic information

Category	Response
Name of School	
Class	
Age	
Sex	
Village/Parish/Sub county/TC/District	

2. Home conditions

(a) Do you live with both your parents?

Yes (...)

No (...)

Father only (...)

Mother only (...)

With my siblings only (...)

With guardians (...)

Step parents (...)

(b) Are your parents/Guardians/Siblings in support of your education?

Yes (...)

No (...)

Why?

.....

.....

(c) Who is paying your school fees?

.....

.....

3. School conditions

- (a) How do your Head teacher and your class teacher treat you in relation to other children?
- (i)
- (ii)
- (b) Are you given the same class work or attention as the other children?
- Yes (...)
- No (...)
- If there is a difference, explain:
-
-
- (c) How do the rest of the children treat you?
- (i) At school:
-
- (ii) Outside school:
-
-
- (d) What are the facilities/conditions that make you enjoy school?
-
-

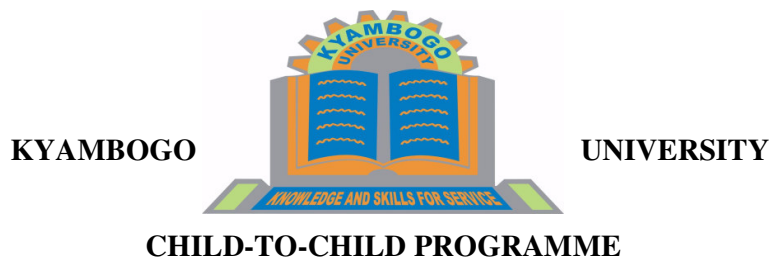
4. Challenges

- (a) What are the challenges you face as a result of your disability?
- (i) At School:
- (ii) At Home:
- (b) Has there ever been a time when you felt like dropping out of school?
- Yes (...)
- No (...)
- If your answer is 'Yes', give an explanation:
-
-

5. Opportunities

- (a) Suggest any solutions on how to improve on the condition of children who have any form of disability in your school:
-
-
- (b) What future plans do you have to lead a better life?
-
-

Thank you for your cooperation.



An interview guide for students who are disabled and are in primary teachers colleges and universities.

Preamble

This study is intended to establish the relationship between disability and child labour among children and families in the programme districts of Rakai, Mbale and Wakiso.

The information provided will be treated professionally and with utmost confidentiality.

1. Demographic information:

Category	Response
Name of College/University	
Academic Year	
Age	
Sex	
Village.....District	

2. Home conditions:

(a) Do you live with both of your parents?

Yes (...)

No (...)

Father only (...)

Mother only (...)

With my siblings only (...)

With guardians (...)

Step parents (...)

(b) Are your parents/Guardians/Siblings in support of your education?

Yes (...)

No (...)

Why?

.....

(c) Who is paying your Tuition fees?

.....

3. College/University conditions

(a) How do your college/University Administrators and Lecturers treat you in relation to other students?

- (i)
- (ii)

(b) Are you given the same class work or attention as the other students?

Yes (...)

No (...)

If No, explain:
.....

(c) How do the rest of the students treat you?

(i) At College/University:
.....

(ii) Outside College/University:
.....

(d) What are the facilities/conditions that make you enjoy College/University education?

.....
.....

4. Challenges

(a) What are the challenges/problems you face as a result of your disability?

(i) At College/University:
.....

(ii) At Home:
.....

(b) Has there ever been a time when you have felt like dropping out of school?

Yes (...)

No (...)

If your answer is 'Yes', give an explanation:
.....

5. Opportunities

What are the factors that have helped you to advance this far with your education?

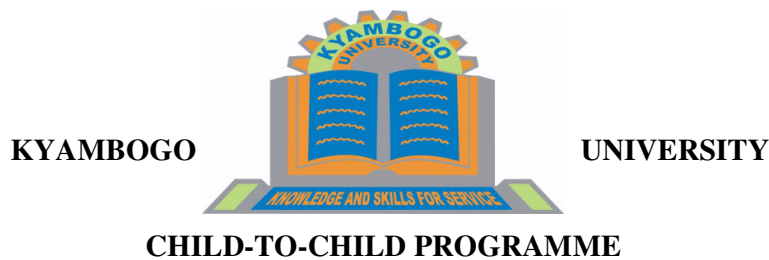
.....
.....

6. Recommendations

Suggest any recommendations on how to improve on the condition of students who have any form of disability in your College/University.

.....
.....

Thank you for your cooperation.



Questionnaire for institution/school administrators and management.

Preamble

This study is intended to establish the relationship between disability and child labour among children and families in the programme districts of Rakai, Mbale and Wakiso.

The information provided will be treated professionally and with utmost confidentiality.

N.B.: Please respond to the following questions by filling in or ticking; where applicable at the right place.

1. Demographic Information

Category	Response
Name of School/College/University	
Village/Parish/sub county/District	

2. College/University conditions

- (a) How many disabled children/students do you have in your school/college/University?
 Female:.....
 Male:
- (b) What rights do the children/students with disability enjoy in your school/college/University?
- (c) Does your school/college/University have a policy on remedial classes for and protection of PWDs?
 Yes (...)
 No (...)
 If yes, explain:

- (d) Do PWDs in this institution participate in co-curricular activities?
 Yes (...)
 No (...)
 If yes, mention them and if no, why?

- (e) Do you have special facilities for PWDs? Yes/ No If yes, what are they and if no, why?

3. Challenges

- (a) What are the challenges/problems you face in catering for these children/students with disability?
 (i) At College/University:

 (ii) At School:

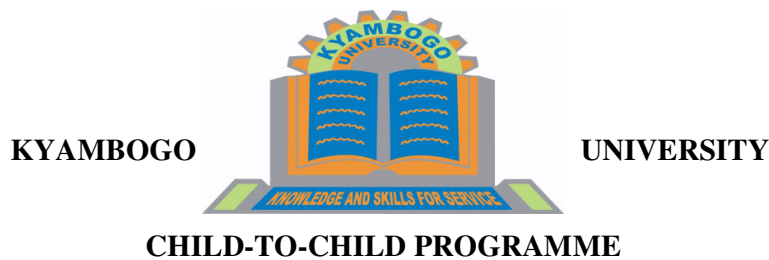
- (b) What are the challenges/problems the children/students with disability face in education?

- (c) In your view, why do children/students with disability drop out of school?

4. Recommendations

Suggest any recommendations on how to improve on the condition of students who have any form of disability in your school/College/University.

Thank you for your cooperation.



Questionnaire for tutors in PTCs.

Preamble

This study is intended to establish the relationship between disability and child labour among children and families in the programme districts of Rakai, Mbale and Wakiso.

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N.B.: Please respond to the following questions by filling in or ticking; where applicable at the right place.

1. Demographic information:

Category	Response
Name of School/College/University	
Village/Parish/sub county/District	

2. College/University conditions

- (a) How many disabled children/students do you have in your school/college/University?
 Female:.....
 Male:
- (b) What rights do the children/students with disability enjoy in your school/college/University?

- (c) Does your school/college/University have a policy on remedial classes for and protection of PWDs?
 Yes (...)
 No (...)
 If yes, explain:

- (d) Do PWDs in this institution participate in co-curricular activities?
 Yes (...)
 No (...)
 If yes, mention them and if no, why?

- (e) Do you have special facilities for PWDs? Yes/ No If yes, what are they and if no, why?

3. Challenges

- (a) What are the challenges/problems you face in catering for these children/students with disability?
 (i) College/University.....

- (b) What are the challenges/problems the children/students with disability face in education?

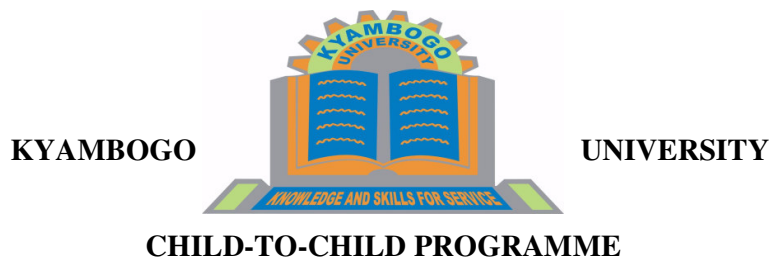
- (c) In your view, why do children/students with disability drop out of school?.....

- (d) What support mechanisms would you request for to enable you handle children with disability in your institution?

4. Recommendations

Suggest any recommendations on how to improve on the condition of students who have any form of disability in your school/College/University.

Thank you for your cooperation.



Questionnaire for teachers in inclusive and special schools

Preamble

This study is intended to establish the relationship between disability and child labour among children and families in the programme districts of Rakai, Mbale and Wakiso.

The information provided will be treated professionally and with utmost confidentiality.

N.B.: Please respond to the following questions by filling in or ticking; where applicable at the right place.

1. Demographic information

Category	Response
Name of School/College/University	
Village/Parish/sub county/District	
Government/Private School	

2. School conditions

- (a) How many disabled children/students do you have in your class?
 Female:
 Male:
- (b) What rights do the children/students with disability enjoy in your school/college/University?
- (c) Does your school/college/University have a policy on remedial classes for and protection of PWDs?
 Yes (...)
 No (...)
 If yes, explain:

- (d) Do PWDs in this institution participate in co-curricular activities?
 Yes (...)
 No (...)
 If yes, mention them and if no, why?

- (e) Do you have special facilities for PWDs?

 Yes (...)
 No (...)
 If yes, what are they and if no, why?

3. Challenges

- (a) What are the challenges/problems you face in catering for these children/students with disability?
 At School:

- (b) What are the challenges/problems the children/students with disability face in education?

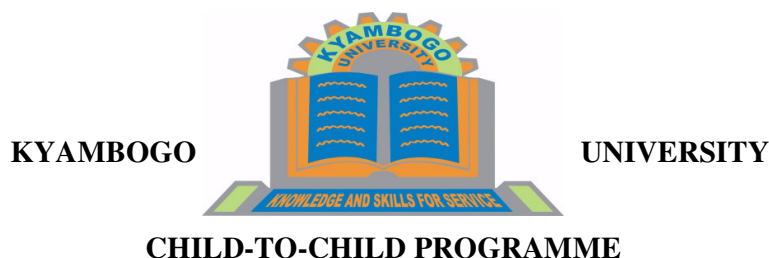
- (c) In your view, why do children/students with disability drop out of school?

- (d) What support mechanisms would you request for to enable you handle children with disability in your institution?

4. Recommendations

Suggest any recommendations on how to improve on the condition of students who have any form of disability in your school.

Thank you for your cooperation.



Questionnaire for administrators and management of NGOs that withdraw children from child labour.

Preamble

This study is intended to establish the relationship between disability and child labour among children and families in the programme districts of Rakai, Mbale and Wakiso.

The information provided will be treated professionally and with utmost confidentiality.

N.B.: Please respond to the following questions by filling in or ticking; where applicable at the right place.

1. Demographic information

Category	Response
Name of organisation	
Village.....District	

2. Activities

(a) What are the major objectives of your organization?

.....

(b) What activities/services does your organization offer?

.....

3. Organization targets

(a) How have you been able to identify and withdraw children from child labour?

.....

(b) Among these children, are there some with disability?

Yes (...)
 No (...)

(c) Were they disabled in the course of engaging in Child Labour activities?

Yes (...)
 No (...)

- (d) What is/are the most common form(s) of disability among these children?
(Rank them according to magnitude):
- (i)
 - (ii)
 - (iii)
 - (iv)
 - (v)
- (e) In your view, what are the most common Child labour activities that expose children to disability? (Rank them according to weight):
- (i)
 - (ii)
 - (iii)
 - (iv)
 - (v)
- (f) What kind of support does your organization require in helping children withdrawn from child labour?
-
-
- (g) What is the community attitude towards your efforts in the support of children with withdrawn from child labour? Does the community offer any help/support to these children?
-
-
- (h) What rehabilitation services does your organisation offer to these children? ...
-
-
- (i) Are there special facilities in your organization to support children with disabilities (If any)?
-
-

4. Challenges

- (a) What are the challenges/problems you face in catering for these children?
- (i)
 - (ii)
 - (iii)
 - (iv)
 - (v)
- (b) In your view, why do children/students with disability drop out of school?
-
-

5. Recommendations

Suggest any recommendations on how to improve on the condition of children with disability who are currently engaged in child labour.

.....

.....

Thank you for your cooperation.



Focus group discussion questions for current child labourers

Preamble

This study is intended to establish the relationship between disability and child labour among children and families in the programme districts of Rakai, Mbale and Wakiso.

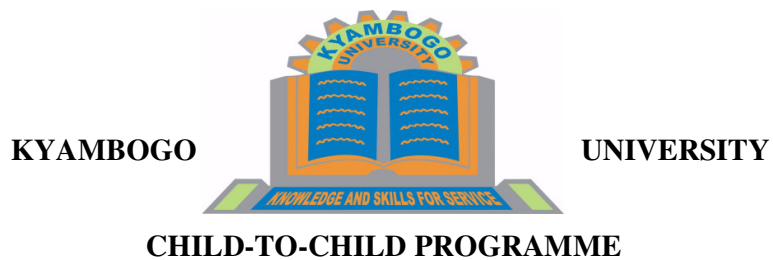
The information provided will be treated professionally and with utmost confidentiality.

Demographic information

Category	Response
Sex	
Age	
Level/grade of Education stopped	
Village/Parish/Sub County/TC/District	

1. What Child Labour activities are you involved in?
2. Do your parents/siblings support the work you are doing?
3. Do you enjoy the work you are doing or not? Why?
4. How many hours do you work per day/week?
5. How much money are you paid per day/week?
6. Are you given any protective gears by your employer?
7. Do you see this work as risky to your life? If yes, what risks do you face?
8. What is/ are the worst things that have happened to you or you have witnessed in your work?
9. What would you suggest could be done to improve your condition?
10. What are your future plans?

Thank you for your cooperation.



Questions for parents with children with disability

Preamble

This study is intended to establish the relationship between disability and child labour among children and families in the programme districts of Rakai, Mbale and Wakiso.

The information provided will be treated professionally and with utmost confidentiality.

1. Demographic information

Category	Response
Sex	
Age	
Marital status: [married, not married, widow, widower].	
Level/grade of Education stopped	
Village/Parish/Sub County/TC/District	

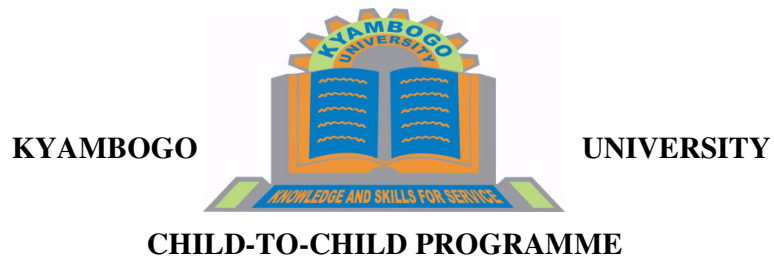
2. Home conditions

- (a) How many children do you have?
-
- (b) Among these children, are there some with disability?
- Yes (...)
- No (...)
- (c) If yes, was s/he born with the disability?
- Yes (...)
- No (...)
- (d) How do the rest of the children treat him/her?
-
-

3. Challenges

- (a) What are the challenges/problems you face in catering for this child/children?
- (i)
 - (ii)
 - (iii)
 - (iv)
- (b) What is the community attitude towards you as parent with a child/children with disability?
-
-
- Does the community offer any help/support?
-
-

Thank you for your cooperation.



Themes for art work

 Children with disability

- Future plans
- Provisions
- Challenges they face in the community & school

 Children withdrawn from child labour and in child labour

- The risks involved in child labour.
- Your worst experience under child labour.
- Your life before, during and after child labour.