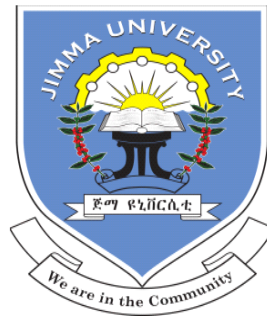


Determinants of Child Labour Exploitation and its Impact on Their Educational Achievement in South Western Ethiopia, Case Study of Jimma Town

A thesis Submitted to the School of Graduate Studies of Jimma University in Partial Fulfillment of the Requirement for the Degree of Masters of Science in Economics

By

Terefe Admaw



JIMMA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF ECONOMICS

JUNE 5, 2017

JIMMA, ETHIOPIA

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DECLARATION

I, the undersigned, declare that this thesis is my own work and has never been presented in any other university. All sources of material used for this thesis have been duly acknowledged.

Declared by:

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Date: _____

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ACRONYMS

CSA – Central Statistics Authority

FDRE - Federal Democratic Republic of Ethiopia

FEDO- Finance and Economic Development Office

IID- Independent and Identical Distribution

ILO – International Labour Organization

OLS- Ordinary Least Square

SIMPOC – Statistical Information and Monitoring Program on Child Labour

TGE- Transitional Government of Ethiopia

UN- United Nations

UNESCO- United Nations Educational, Scientific and Cultural Organizations

ABSTRACT

Ethiopia is characterized by high incidence of child labour and low school enrollment. There is no specialized body with the primary responsibility of mitigating child labour and the existing legal provisions about child rights are far from implementation in every parts of the country. This study was initiated with the objective of identifying determinants of child labour exploitation and its impact on their educational achievement in Jimma town. For the purpose of the study a cross sectional data were collected from 196 sample child labourers and interview is also made with the supervisor of children's right protection office and other concerned staffs. Primary data from child labourers were collected through structured questionnaire.

For the purpose of data analysis, descriptive statistics (frequency distribution, tables), and econometric model were used. For estimating the determinants of child labour OLS estimation technique has been use d after making comparison with tobit model. Two- limit tobit model has been employed for estimating the determinants educational achievement which is measure by cumulative result of student. Result from OLS estimation revealed that child labour exploitation which is measured by child labour hour found to be significantly associated with age of the child, household size, monthly income of child's parent, sex of the child, educational level of child's father and parents of the child who takes debit.

Tobit regression shows that children's educational achievement is significantly determined by age of the child, monthly income of child's parent, educational level of child's father, marital status of the household head and total working hours of the child per week, while the variables sex of the child, household size, employment status of the household head and educational level of child's mother found to be insignificant to affect cumulative result. The study recommended that apart from creating awareness in the community about the detrimental effect of child labour exploitation on their physical and mental well being, the long lasting solution to curb the problem of child labour and promote human capital accumulation is overcoming poverty.

Keywords: *Child labour; children's educational achievement; OLS; two-limit tobit model; Jimma*

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Development of human is basic to human capital building. Children constitute vital base of human resource endowment. They are the most valuable future citizens of a country. However, they face different pressure that potentially harms their social, physical, psychological, and behavioral developments.

According to International Labour Organization (ILO, 2010) cited in (Bisrat, 2014) child is a father of the man. It is the small kid that will control the whole nation in the near future. Children are the softest souls, they are flowers. The future and progress of any country depends on an educated youth and if a child is not properly socialized then he or she will not be able to grow as confident and literate citizen. Early in the morning when the children put on different kind of cloths and began to go to school for the sake of knowledge; we feel special kind of joy through their innocence. But there are also children who cannot go to school due to financial problems, they only watch others to go to school and can merely wish to seek knowledge (Bisrat, 2014).

In today's world child labor exploitation becomes a widespread and growing phenomenon especially in developing countries. However, it has been very difficult to get the exact figure of children engaged in labour in many countries partly due to the hidden nature of the problem (Kebebew, 1998) and differences in definition of who is considered child and what constitute labour. ILO defines all those under 18 as children. According to it, labour is defined as economically active, when a person works on a regular basis for which he/she is remunerated or that results in output destined for market. But in the Ethiopian context where labour market is missing, this definition is too restrictive.

Child labor exploitation refers to work that is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling by depriving their opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work. The most extreme forms of

child labor exploitation involves children being enslaved, separated from their families, exposed to serious hazards and illness for themselves on the street of large cities often at a very early age. Whether or not particular forms of “work” can be called “child labor exploitation” depends on the children’s age, the type and hours of work performed, the condition under which it is performed and the objectives pursued by individual countries. Child labour perpetuates poverty by depriving children of education and subsequently renders these children without the skills needed to secure the future of their countries (ILO, 2013).

Child labor is participation of child in any exploitive and full time work to sustain oneself or add to family income. However, all work done by children is not child labor, rather when the work interferes with moral, physical, mental, educational, spiritual and social development of a child (Musandrire, 2010). Child labour deprives a child of education and natural development. These two aspects have led to frequent condemnation of it as odious and immoral. (Assefa, 2002) and (Ravallion and Wodon, 1999) have termed it as a dis-investment in human capital formation.

For over a decade, child labour has been recognized as a key issue of human rights at work together with freedom of association, the right to collective bargaining, the abolition of forced labour, and non-discrimination in occupation and employment. However, despite the large social reform movement that has been generated around this issue, more than 200 million children worldwide are still in child labour and a staggering 115 million at least, are subject to its worst forms. With regard to children aged 5-14 in economic activity, the Asian-Pacific region and Latin America and the Caribbean experienced a decrease. In contrast, for the same age group, the number of children in economic activity is increasing in Sub-Saharan Africa. The situation is particularly alarming in Sub-Saharan Africa, where one in four children aged 5-17 is child labourer, compared to one in eight in Asia-Pacific and one in ten in Latin America and the Caribbean (ILO, 2010).

There is a great hue and cry in developed countries against child labour in developing countries. Children are not allowed by law to work. But widespread child labour is a fact of life in developing countries. The reason for increasing child labour is that it is not as simple a phenomenon as it appears to be and requires a comprehensive consideration of family as well as of socio-economic conditions in developing countries, which are the causes behind ever increasing child labour (Karamat et al, 1993).

According to the ILO, 168 million children worldwide are engaged in child labor as of 2013. Of these 168 million children, 85 million are engaged in what the ILO deems “hazardous work.” The sub-Saharan African region has the second highest number of child laborers in the world; about 59 million in 2012. Children aged 5 to 17, or 21.4 percent, are involved in child labor while 10.4 percent are engaged in hazardous work. Only one out of five children involved in child labor is paid for his or her work. The majority of children in child labor perform unpaid family work. The 10 countries that are listed as the worst countries for child labor in 2012 included Pakistan, Afghanistan, North Korea and Myanmar. The other six countries were all in Africa: Sudan, Democratic republic of Congo, Somalia, Ethiopia, Burundi and Zimbabwe. About 60 percent of children in Ethiopia are engaged in some form of child labor. Many of these children work in the mining industry; an industry that poses some of the biggest dangers for child laborers. Many parents in impoverished countries push their children to work out of necessity. Unable to sustain their families on their own income, the parents feel that they have no choice but to push their children into child labor (Matt, 2014).

Like other developing African countries, child labour is sever in Ethiopia; where child below the working age are exploited for the sake of earning minimum wage for their long hour working. Ethiopia is one of the developing countries with high incidence of child labor; the work participation rate of children is one of the highest in the world. Children start participating in work activities at a very young age and spend longer hours on various housekeeping and/or other productive activities. This indicates the extent of child labor in the country at cost of schooling (Beliyou, 2003).

It is generally agreed that the development of human capital is one of the inputs necessary for economic growth and development. In this regard, education is believed to have enormous importance. However, if children are made to participate in work activities that leave them with little time and energy to attend schools and/or to concentrate on their studies, child work means forgone human capital and off course much of the recent concern over child labour stems from the beliefs that it has a detrimental effects on human capital formation. This in turn will have a long term impact on economic growth and development. Therefore, detail analysis of the problem needs further investigation.

1.2. Statement of the Problem

Child labour exploitation in developing countries continues to be a controversial issue, which is often debated at international forums. In fact, it is not a new phenomenon, as it was practiced extensively in Europe, particularly in Britain, during late eighteenth and early 19th century (Mahendra, 2013). Especially, in the sub Saharan Africa and South Asian countries typically school enrolment is low and child labour is wide spread. And child labour in these countries affects school performance as children miss important lessons and fall behind academically (Ravinder, 2009).

The most recent global estimates suggest some 120 million children between the ages of 5 and 14 are involved in child labour, with boys and girls in this age group almost equally affected. This persistence of child labour is rooted in poverty and lack of decent work for adults, lack of social protection, and a failure to ensure that all children are attending school through to the legal minimum age for admission to employment. Many child labourers do not attend school at all. Others combine school and work but their education is affected. Lacking adequate education and skills, as adults' former child labourers are more likely to end up in poorly paid, insecure work or to be unemployed. In turn there is a high probability that their own children will end up in child labour. Breaking this cycle of disadvantage is a global challenge and education has a key role to play (ILO, 2015).

The United Nations Open Working Group on Sustainable Development Goals lists the elimination of child labor as an important component of sustainable development. Child labor has the potential to undermine economic growth through its impact on child development, wages, and technology adoption. Working children depress economic growth in the short run by depressing the wages of unskilled labor, worsening poverty, and discouraging the adoption of skill intensive technologies. In the long run, work today depresses child development and leaves a country with a substantive share of the future adult labor force poorly positioned to take advantage of new opportunities for growth. Because of this it is a must to take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms (Edmonds, 2015).

Previous studies by (Udry, 2003), (Priyambada et al., 2005), (Sakurai, 2006) shows that Child labour is rooted in poverty and its relation to education is often considered two sides of the same coin. It is a result of current poverty and a cause of continued poverty for the children who sacrifice their education in order to work. It interferes with the human capital development of children by either forcing children to drop out of schools or making learning process in schools ineffective.

Poverty and the need of poor families for income are the most important factors that push children to engage in working activities (Gebremedhin, 2013). (Mahendra, 2013) household size, household income and gender of the child significantly affect child labour and (Yibeltal et al., 2014) educational achievement is significantly affected by child work load.

It is a general consensus that human capital accumulation is the way out from poverty and hence to ensure economic growth and development in any nation. Education is believed to have a special place in such endeavor. The problem is that if children are compelled to start work at their early ages and toil for longer hours means that their ability to attend school is seriously impaired (Bisrat,2014).

As far as my knowledge is concerned, only some researchers have been conducted their researches at national level and studies at local context are scanty. (Gebremedhin, 2013) and (Temesgen, 2015) conducted their research on the effect of child labour on education at Mekelle and Jimma towns respectively. Both of them employee cross sectional data which was analyzed by descriptive statistics. But in this study more weight is given for econometric ways of analysis. Besides, the effect of religion, future price expectations and parent's debit were included in our analysis as explanatory variables that no one dealt with.

Although some studies try to explain about child labor exploitation, they did not show the detailed determinant/ factors of child labor exploitation broadly at the local context. Therefore, this research is a novel in that it is an initial study that assesses the determinants of child labor exploitation and its impact on their educational achievement in Jimma town and the main purpose of this study is to identify the factors that determine child labor hour and the impact of child labor exploitation on child school achievement which is measured by semi-annual cumulative result.

Finally, since studies which have been done previously assessed the determinants of child labour exploitation and its impact on education separately; this study will bring and combine the different determinants of child labour exploitation and its impact on their educational achievement simultaneously.

1.3. Research Questions

In view of the above discussion, three questions are posed which the study seeks to address:

What is the extent of child labor exploitation in the study area?

What are the factors affecting child labour exploitation?

What is the impact of child labor exploitation on their educational achievement?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study is to examine the determinants of child labour exploitation and its impact on their educational achievement in Jimma town.

1.4.2. Specific Objectives

More specifically, the study will have the following specific objectives:-

- To analyse the extent of child labor exploitation in the study area.
- To identify factors affecting child labour exploitation
- To examine the impact of child labour exploitation on their educational achievement
- To give recommendations to inform policy to minimize the activities of child labour.

1.5. Significance of the Study

The future of every nation lies in her children and this can only be realized if the children are well equipped with the necessary skills to enable them take over from the aging population. Child labour from literature available indicates that it depends to a great extent on the income of the family and the educational level of parents concerned.

This study is expected to throw more light into the problem of child labour in our society especially in the study area. It also seeks to bring awareness of the issues to the local community and how to address them. Furthermore, it is expected that findings from the studies will help authorities concern to know the magnitude of the problem in the study area and this can help to minimize the effects of the problem of child labour on education. Though there are already existing legislations on child labour and education the study will help to re-enforce the need for appropriate enforcement mechanisms to safeguard the exploitation of children at the expense of their future. The research findings will also add to the existing stock of knowledge.

Added to this, there is no research which is conducted directly on this thesis title in Jimma town. Therefore, this research is expected to come up with a finding which will become the basic reference for other researchers on the same issue in the study area.

1.6. Scope of the Study

The effects of child labour can be seen from different dimensions like from psychological, moral, health, emotional development and education. However, this study only assessed the major determinants of child labour exploitation and its impact on their educational achievement in Jimma town on children aged between 5-17 who combine school (children's attending in the regular program) and work. The scope of the study is delimited only in Jimma town since there is data, financial as well as time constraint to conduct the study in a vast and broad manner.

1.7. Organization of the Study

The study is presented in five chapters. The first chapter begins with introduction which encompasses background of the study, statement of the problem, research question, objective, significance, and scope of the study. Chapter two provides review of related literature while the third chapter deals with the methodological and conceptual frame work of the study. The fourth chapter presents the major findings from the study. The last chapter concludes and puts forward policy implications.

CHAPTER TWO

LITERATURE REVIEW

2.1. Theoretical Issues on Child Labour Exploitation

2.1.1. Basic Concepts and Definitions

Even if there is no single universally accepted definition of child labour, we will try to give the most common definitions. There are differences in what constitute child labour. For example, the World Bank describes child labour as a 'serious threat' from the point of view of the harm it can do to long term national investment (Weston, 2005). According to (Folks, 1987) child labor is any work by children that interferes with their full physical development, their opportunities for a desirable education or their needed recreation.

Public discourse on child labour uses the phrase to refer to child time in activities that are somehow harmful to the child. For example, the United Nations Convention on the Rights of the Child (UN-CRC) emphasizes the importance of protecting children from: " work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development" (1989, Article 32). Child labour exploitation that hinders their education is harmful to the child's future welfare and therefore, the question of whether work is harmful encompasses the question of whether work interferes with education. It is important to be precise about what harmful means. The possible interpretation of harmful is that the work entails an opportunity cost in terms of other activities that might be beneficial for the child or the child's development. To the extent that there's non-satiation in the returns to time in child development oriented activities like school, study, and play, there will always be an opportunity cost to time spent outside of these activities. All work is harmful under this interpretation (Edmonds, 2008).

2.1.2. The ILO Concept and Definition of Child Labour

Child labor carries a negative connotation, and there is a clear indication in which the existing ILO conventions for the idea that any statistical definition of child labor must refer to activities

that are child welfare reducing. For example, ILO convention No. 138 on the Minimum Age for Admission to Employment was passed in 1973 and ratifying countries agree to pursue a national policy to abolish “child labor” and to increase the minimum age of employment to “a level consistent with the fullest physical and mental development of young person’s” (ILO Convention No. 138, Article 1). Although the ILO convention contains no express definitions of “child labor” nor “employment”, the goal of abolishing “child labor” makes it clear that it must refer to activities in which child participation makes the child worse off in some sense. The reference by ILO convention to “employment or work” suggests that the convention may encompass all forms of economic activity, including work outside of a conventional employment relationship, such as self employment. ILO Convention No. 182 on the worst forms of child labor, which provides that children under the age of 18 years can legitimately work, provided that they have attained the applicable minimum age, and the work concerned is not hazardous or another worst form of child labor. Cross country studies on child ages 10-14 of child labor universally define child labor as the economically active population.

Convention No. 138 explicitly introduces a distinction between child labor and light work: National laws or regulations may permit the employment or work of persons 13 to 15 years old age on light work which is:

- (a) Unlikely to be harmful to their health development; and
- (b) Not such as to prejudice their attendance at school, their participation in vocational orientation or training programs approved by the competent authority or their capacity to benefit from the instruction received (Article 7, Section 1).

The current criteria for identifying child labor used by the ILO’s Statistical Information and Monitoring Program on Child Labor (SIMPOC) for its global child labor estimates is (i) a child under 12 who is economically active for 1 or more hours per week, (ii) a child 14 and under who is economically active for at least 14 hours per week, (iii) a child 17 and under who is economically active for at least 43 hours per week and (iv) child 17 and under who participates in activities that are “hazardous by nature or circumstance” for 1 or more hours per week. A child 17 and under who participates in an “unconditional worst form of child labor” such as trafficked children, children in bondage or forced labor, armed conflict, prostitution, pornography, illicit activities.

The ILO (2006b) estimates that there were 217.7 million child labourers in the world in 2004 under this definition. Light work is used to characterize the market work of children aged 12-14 that is non-hazardous and for less than 14 hours per week. Child work is an aggregate that pools child labourers with children engaged in light work. One of the most effective methods of ensuring that children do not start working too young is to set the age at which children can legally be employed or otherwise work. The main principles of the ILO's convention concerning the minimum age of admission to employment and work listed below.

(A) **Hazardous Work:** any work which is likely to jeopardize children's physical, mental, moral, health, safety should not be done by anyone under age of 18.

(B) **Basic Minimum Age:** the minimum age for work should not be below the age for finishing compulsory primary schooling, which is generally taken as 15.

In general, ILO defines all those under 18 as children. Accordingly, labor is defined as "economically active," when a person works on a regular basis for which he/she is remunerated or that results in output destined for market.

To sum up child labor may take different forms depending on the effects on normal child development. One of the form; "hazardous work" that jeopardize "the health, safety, or morals of young person's". This group is also called worst forms of child labor. And according to ILO convention No. of 182, Article 2, this group includes activities like handling chemicals, carrying heavy loads, mining, quarrying or enduring long hours.

The darkest category of child labor relates to those children caught up in criminal activities such as prostitution, production of pornography or pornographic performances, forced recruitment of children for military conflict, slavery (such as bonded labor), or trafficking (which involves the removal of a child from its home, often involving deception and payment, for a wide range of exploitative purposes). These categories are beyond the reach of statistical surveys. The other categories are those children whose tasks are not hazardous but are more substantial than permitted light work (Edmonds, 2008).

Ethiopia has ratified the ILO Minimum Age for Admission to Employment Conventions 1973 and the ILO Convention against the Worst Forms of Child Labor. Besides to these international conventions, the country has instituted protection for children in its constitution which provides that children under 18 have a right to be protected from work that is exploitative, hazardous or

otherwise inappropriate for their age, detrimental to their schooling, or detrimental to their social, physical, mental, spiritual or moral development. According to the Ethiopian labor law, the minimum age to start work is 14 (TGE, 1993). The term ‘work’ is not limited to work in so called economic activities (like paid employment) but it includes chores or household activities in the child’s household (such as collecting wood, and fuel), where such work is exploitative, hazardous, inappropriate for their age or detrimental to their development. Even if there is no clear agreement on hazardous work, all international conventions and nation as laws agreed on minimum age for any work involvement on average to be 15.

For the purpose of this study, child labour is defined as any activity, economic or non-economic, performed by a child, that is either too dangerous or hazardous and/or for which the child is too small to perform and that has the potential to negatively affect his/her health, education, moral development.

The legal definition of a child in Ethiopia is anyone who has not reached the age of maturity, which is 18 years (FDRE, 1994).The target group for the study, therefore, comprised all children aged 5-17 years, engaged in economic or non-economic activities (including housekeeping/household chores in their own parents or guardians’ household). Children under the age of 5 is not considered because it is accepted that children under 5 years are not physically capable of undertaking work of any significance, whether economic or non-economic.

2.2. Theories and Models of Child Labour Exploitation

Despite there exist a growing empirical literature on child labour, finding theories on the issue is not as such simple as long as writings on the area are very little. After reviewing few papers on the area here, we put some of the theory and model which will be used as base for our study.

2.2.1. Theories of Child Labour Exploitation

1. Human Capital Theory

The Human Capital Theory is based the on neo-classical theory of endogenous growth. It assumes that people are productive resource. Hence higher education will lead to higher productivity. Basic proposition behind this theory is that parents make trade-off when allocating their children’s time, especially for education and labour. Their decision is based

on family economic and social conditions. Time spent on accumulating human capital affects child labour. A parent's decision regarding the investment in their child's human capital depends on return to schooling. If the return from schooling is high the number of working children would reduce. According to (Schultz, 1961) education increase productivity, labour quality and income at both individual and national level.

2. Risk Theory

Poor household faces shocks and risks such as unemployment, natural disasters effecting income like draught and flood, war etc. The income shocks could be severe among the household who do not have enough reserve resources to meet such shocks. These household are more likely to supply child labour if they remain unable to borrow to smooth their present consumption need. Literature often points out that in extreme cases household could sell the future hours of their child work to overcome the present income shocks. At the macro level, (Behrman et al,1999) found out that macroeconomic instability has played a major role in the low education attainment level in the early 1980s for the Latin American and Caribbean countries. (Duryea, 1988) concluded that the parent's unemployment reduces the probability of grade advancement among the children. (Jacoby et al, 1997) working on the data of rural India provide evidence that parents withdraw children from school during unexpected decline in crop income.

2.2.2. Models and Perspectives of Child Labour Exploitation

1. The Basic/static Model

The two assumptions that are crucial and also founded in the basic static model of labor market with child labor are the Luxury Axiom and the Substitution Axiom (Humphries, 2010 citing Basu and Tzannatos, 2003). The Substitution Axiom according to (Jane Humphries, 2010) argues that "adults and child workers are substitutes subject to some adult equivalency correction". This Axiom argues that it is always possible to replace adult labor with Children and since adult labor cost more; some employers aiming to maximize profit would switch to children.

The Poverty model (Luxury Axiom) argues that parent or household send their children to work because of poverty and that children's "non work, school attendance or leisure" is a luxury commodity household cannot afford. Families or household with low income cannot afford to

disengage their children from working in order to survive. This is because children work in this case brings in surplus income that helps to sustain the family together with adult income. Children, according to this assumption are only kept out of productive activity when adult income rises above the subsistence level. Hence, there lies implicitly altruistic view of parents and guardians who have negative disposition towards their children working but have to consent to the act because of poverty and the household's survival (Humphries, 2010). The luxury axiom is one where the family sends its children to the labour market only if its income from sources other than child labour is very low (Basu et al, 1988).

In the analysis of (Basu, 1999) Karl Marx's writing coincides with the period when child labor was at its peak during the industrial revolution. In his work called "Capital", he developed a model explaining the causes of child labor. According to Marx, the rise of a new technology which he specifically referred to it as "machinery" led to the practice of employing persons "whose bodily development is incomplete, but whose limbs are all more supple" (Marx 1867:372 cited in Basu, 1999:1094).

In the view of Marx, Ideally the existence of machinery should have resulted in more time for leisure but since machinery is owned by one agent (capitalists) and labor by the proletariat (including adults and children of the working class), "a diminished need for labor would lead to decline of wages to a higher extent, therefore it would be beneficial for the capitalist to freely utilize labor on one hand, and also equally important to have workers and their entire household(family) work to satisfy their subsistence consumption (Marx 1867:373 cited in Basu (1999:1094).

In this way, machinery tends to depreciate the labor power of men because in order for families to satisfy their subsistence consumption, there is the supply of not only labor but surplus labor for the capitalists. In other words, all members of the family have to engage in some sort of economic activity that brings income, in order to secure their subsistence consumption. This happens because of the declined in adult wages stemming from the strong competition occurring in the labor market during the era of the British Industrial Revolution (Humphries, 2010:25). Marx also noted the long term consequences of child labor.

In (Humphries, 2010) view, "poverty is the main cause of child labor even though it may have some other non economic causes and could also be affected by the changing conception of child

hood and the value of children (Zelzer, 1985 cited in Humphries, 2010:28). He argued that during the industrial revolution which saw a boom in child labor, only children belonging to the elite class did not work and (Humphries, 2010) citing (Nardinelli, 1990), (Cunningham, 2000) and (Heywood , 2001) further stated that "the incidence of child labor tended to fall as countries became richer and their economies advanced" (Humphries, 2010:31).

Alfred Marshall also noted some effect of child labor. In Marshall's view, "the moral and physical misery and disease caused by excessive work under bad conditions reached their highest period in the first quarter of the 19th century and that the most valuable of all capital is that invested in human beings. According to Marshall, if faculties of children are not developed well, they would not be able to realize the importance of developing the faculties of their own children, hence, limiting their ability or power to do so. Therefore any change ascribed to the workers of one generation with regards to satisfactory wages and good opportunities that help to develop their human potentials would go a long way to increase the material and moral advantages with which they are likely to help their children (Marshall, 1920: 468, cited in Basu, 1999:1094).

It must be noted that there have been several scholars who have argued for a ban on child labourers a policy prescription to solving this problem. For example, Basu and Arthur have argued that the consequences of such ban could cause less privileged households to live below their subsistence consumption level and as such argued that such a ban should incorporate the provision of social welfare to such section of the population by the government (Basu, 1999:1094).

In the view of (Basu, 1999), a child's non schooling implies the denial of benefits not only for the child but the society to a larger extent. (Basu, 1999) quoting (Marshall, 1920:470), noted that "Whoever may incur the expense of investing capital in developing the abilities of the workman, those abilities will be the property of the workman himself: and thus, the virtue of those who have aided him must remain for the greater part of its own reward".

Similarly, John Stuart Mills also argued for the positive externalities that come with education. In his opinion, it is a breach of duty against both the child and community for a parent or a guardian denying his child education. According to him, in the long run, both the child and the community will bear the consequence of ignorance and lack of education. Therefore children

must be protected from overworking themselves which is tantamount to child exploitation (Mill, 1848:319&323), cited in (Basu, 1999:1095), hence the essence of externalities.

Thus, (Grootaert et al,1995) in their work noted the essence of government intervention to direct children's involvement in child labor to schooling which is the ideal policy for solving the problem of child labor.

The basic model has certain significance. It has been employed by development economists to assist policy prescriptions and to specifically discover the circumstances or conditions under which protective labor laws would constitute a "benign intervention" (Humphries, 2010:28). In other words, after its previous impact, it may become inactive and could be abolished without reversal.

2. The Cultural (norm) Model

Albert Hirschman, according to (Basu, 1999) argued that the decision of whether or not to send one's child to work has, to some extent, something to do with social norms. A parent's decision to send a child to work makes that parent incur a social stigma cost. If the society or area of residence has lots of child labour, the stigma cost is smaller and it may even be advantageous to each parent to send their child to work. On the other hand, if a particular society frowns upon or consider it socially unacceptable for parents sending out their children to work, then most parents would find it embarrassing sending their child to work since the social stigma cost is high in that particular society (Basu, 1999:1103-1104).

3. Unitary Versus Collective Household Models:

The decision-making process within the household is modeled either as the domain of one individual or as a bargaining process between members of the household. In both sets of models, households maximize total welfare through the allocation of resources among the members of the household according to the weight assigned to each household member. In unitary models, formalized originally by (Becker, 1964) the weights are assigned by one person. In collective models, the weights are determined by the bargaining power of the individuals which may vary depending on factors such as how much money the individual brings in and what his/her fall back options are.

According to (Bhalotra, 2004) Households' models also differ in the assumptions made regarding the preferences of the decision maker(s). If the decision makers are altruistic, the child's utility enters into their utility function, resulting in a negative weight on child labor. In this framework child labor is a manifestation of constrained household resources and is a consequence of poverty. (Basu and Van, 1998), for instance, develop model in which parents are assumed to be altruistic. Here, child labor occurs only when market wages for adult labor are too low for the household to sustain a subsistence level of consumption. If, however, parents are not altruistic towards their children, child labor occurs as the result of the welfare maximizing process in which it is treated entirely as a consumption good (Becker et al., 1973).

In general, economic theory suggests that as income increases, child labor supply should fall as long as leisure is normal good. However, child labor is a direct or indirect source of a household income and thus income is indigenous will respect to child labor supply.

To sum up, the application of the three analytical frameworks discussed above which are the Poverty model, Cultural model and the unitary versus collective household models are mutually exclusive theoretical, that is they are distinct in theory but in reality, there is a combination of these three models explaining the complex issue of child labour.

2.3. Types of Child Labor

According to (Fife, 1993) classification, there are five types of child labor:

- **Domestic work:** these tasks include cleaning, cooking, and looking after younger brothers and sisters at home.
- **Non-domestic and non-paid work:** this type of work is mostly found in agricultural sector.
- **Tied or bonded labor:** this is a form of child labor in which children work to pay the debts of their parents and grandparents. It is also a form of forced labor in which children enter into servitude as a result of some initial financial transactions.
- **Wage labor:** this includes work in construction, manufacturing, mining, service enterprises, etc.
- **Marginal activities;** these consist of work activities which are more informal and difficult to identify and measure.

2.4. Causes of Child Labor

There are a number of factors which contribute to child-labour. Child labor is employment of children when they are too young to work on wages or when they are employed for jobs unsuitable or unsafe for them. It is pervasive problem throughout the world, specially, in developing countries. Africa and Asia together account for over 90% of total child employment. The most important and the primary cause for child labour is poverty (Basu et al., 1998). Likewise, in Pakistan, most children under the age of 15, who constitute 45% of the country population, live below the poverty line. Since people are economically handicapped, they are not able to fulfill the basic needs of their families. They dream to fulfill their basic needs of food, shelter and health, but, they can't and the better irony of poverty bounds them to send their children to start wage labor at very early age of their life (Kousar et al., 2005).

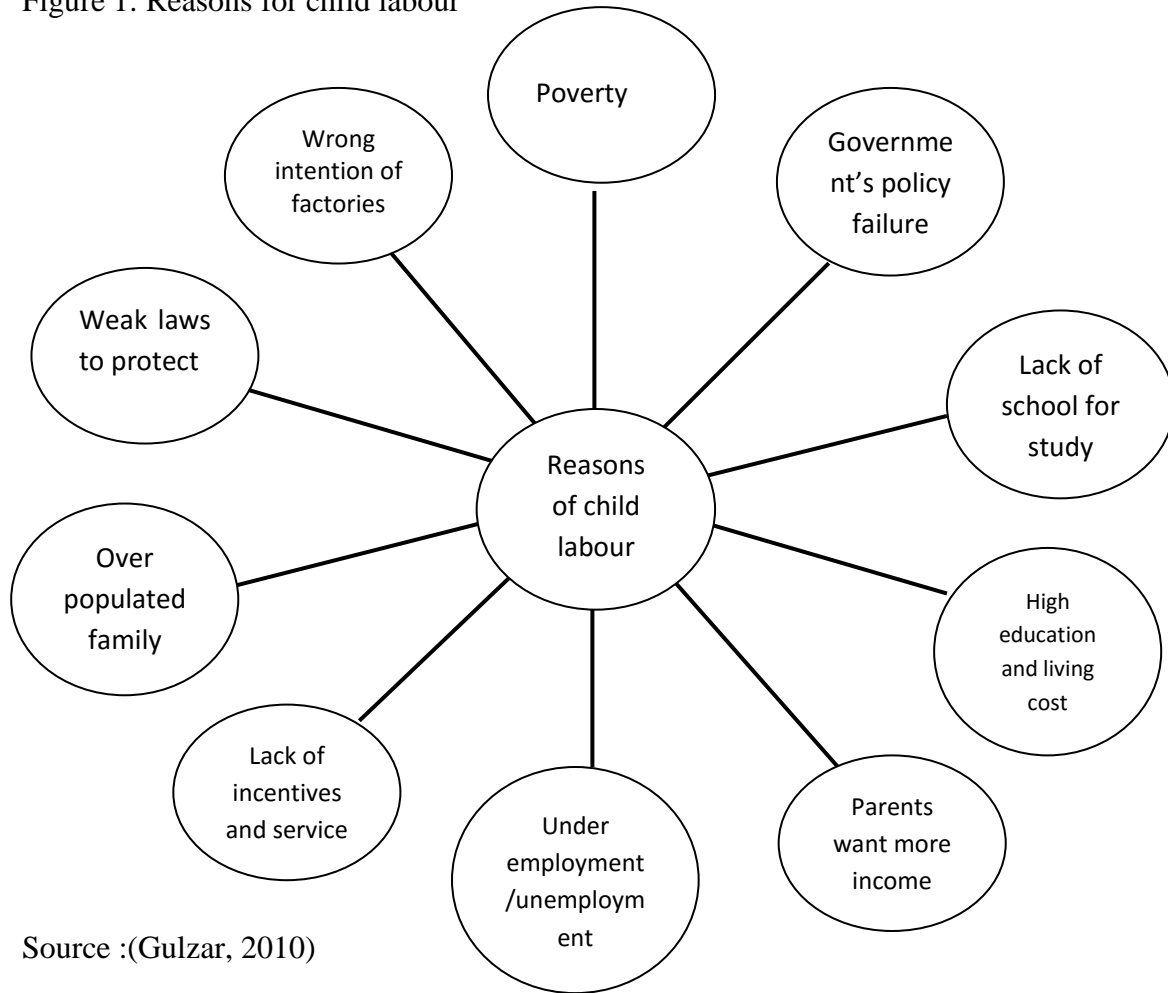
The school related factors that do make children to work are: Cost of education, distance of schools and need for pocket money. In spite of human rights instruments which commit states to provide free and compulsory education at primary level, schools fees continue to be levied. There is strong evidence that these costs along with the need to work are the most important causes of children not attending or dropping out of school, (UNESCO, 2004). On distance of schools, (Manda et al., 2003) argues that children engage to full time work either because they have no access to school within a convenient distance or the schools are such of low quality that parents do not see the advantages of enrolling their children in them.

In industrialized world many teenagers take vacation jobs as kitchen helpers, servers, beach life guards etc to raise pocket money, (Black, 1995). Another reason why children are preferred to adults is that they are uniquely suited for work (Fife, 1993). Fife contends that in reality cheap and malleable labor is the reason that operates behind the recruitment of children into this industry. Children themselves indicated a number of reasons for working. They work because they derive satisfaction from work, enjoy helping others, want extra money, have to contribute to the basic household income, compelled to work by adults and they have to support themselves after the death of parents, the collapse of their family or after having been rejected by the family.

Child exploitation and child labor in our society is growing fast. There are different socio-economic factors which are responsible for its spreading and prevalence. These factors include poverty, illiteracy, unemployment, lack of family planning, dis-satisfaction from education

system, absence of social security and many others ((Gulraz, 2010). The diagram below shows the various reasons for the existence of child labour.

Figure 1: Reasons for child labour



Source :(Gulzar, 2010)

Africa has the highest incidence of child labor in the world. While child labor has been declining in Asia and Latin America; economic decline, war, famine and HIV/AIDS have combined to prevent this in Africa. In Africa problem of poverty is followed by deficit in schooling in adequate teachers, poor institutional capacity and seemingly intractable socio-economic-political and environmental factors (Beliyou, 2003).

There are different reasons of child labour; poverty may be one of the basic reasons. Others like poor law and order conditions, low economic growth, and high income inequality, and corruption, unemployment of parents of the child, population growth and trade deficit are also responsible for the existence of the problem (Kausar, 2010).

2.5. Impact of Child Labor

Child labor has a negative impact on both education and health of children in particular and economic development of a country in general. Child labor is widely recognized as a major hindrance to reach the education for all goals by restriction the right of millions of children to access and benefit from education. Large numbers of child laborers are denied the fundamental opportunity of attending school, while those who combine work with schooling are often unable to fully profitable from education. Child labor and the achievement of education for all are negatively related. The former is barriers for the achievement of education for all. At national level, higher incidence of child labor is generally associated with lower values in education development Index, which is yardstick for achievement of education for all. Child labor leads to reduced human capital formation which is important for countries development. In countries where child labour is a common phenomenon many children are excluded on a permanent basis from the education system (i.e., high levels of child labour translate into large numbers of out-of-school children). This, of course, puts a downward pressure on overall school attendance rates (Blanco et al., 2008).

The impact of child-labour on mental and moral development are more elusive but include psychological stress, lack of opportunities to develop cognitive skills and costs involved in being denied time for recreation and the chance to go to school as well sound adult guidance (Black, 1995). Working long hours, child-labourers are often denied basic school education, normal social interaction, personal development and emotional support from their family. When the children are not able to develop their cognitive skill they lack the academic will. This makes them to perform poorly academically. For this type of pupils, the school becomes terrible environment, not fit for their interests. Child-labourers are often mistreated by their parents, guardian or employers. Instead of understanding some of their incapacities as being caused by their age and inexperience, the employers, parents and guardians force these children to work like chattel. If work leaves a child with insufficient time or energy to devote to studies, then child-labour has a negative effect on schooling because it perpetuates poverty by displacing them from schooling.

2.6. Child Labor Exploitation and Schooling

There is a strong negative relationship between child labor schooling and there is a tradeoff between child labor and human capital formation since a longer hour working children have little or no time to spend elsewhere, including school attendance and studying, with likely adverse impact on their educational achievement. It also lower expected returns on education which in turn discourage regular school attendance, thereby creating a fertile ground for intensive use of child labor (Getenet et al., 2007).

Compulsory education has a vital role to play in reducing child labor. Getting children out of work and into school could provide an impetus for poverty reduction and the development of skill needed to boost growth, generate jobs, and create more inclusive societies. However, the linkage between child labor and education are two-way. Firstly, poverty forces many households to withdraw children from school and send them to work. But many children are working at least in part because education is unaffordable, inaccessible, or seen as irrelevant. Secondly, failures in education policy can increase the number of children withdrawn into labor markets. It allows that strategy for eradication of child labor has to tackle the underlying source of the problem in integrated fashion, combining the more stringent enforcement of rules and incentives to combat poverty with improved education provision (Gorden, 2011).

Since child labor challenges human capital development of nation, child labor elimination needs sensitive government intervention, because the removal of barriers to attain broader human capital development is critical for broad based economic growth; and increasing school participation can realize high private and social returns to education. In Ethiopia as in several sub-Saharan African countries, a large number of individuals enter the labor market below the age of 15 and with little or no formal education. Whether child work represent good or bad, an important consequence of these is youth unemployment which is taken as one source of unemployment in the labor market of Ethiopia which in turn discourage schooling for future generation as educated current generation become jobless (Guarcello et al., 2007).

2.7. The Impact of Child Labor on Economic Growth

Recently, there are 264 million working children in the world, with 168 million classified as child laborers under local laws. Historically, policy attention towards child labor has focused on

it as a human rights issue. The draft UN Sustainable Development Goals lists the elimination of child labor as an important part of Goal 8: “Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

The impact of child employment on economic growth arises through two main channels i.e. child development and local labor markets. Child employment impacts child development by interfering with schooling and health. There is a finite amount of time in the day, so there are inevitable tradeoffs between work time and time devoted to school. There is also evidence of both physical and mental health implications among working children that arise in adulthood. The impact of child employment on child development has long term consequences as it impacts the capacity of the next generation of adults. Evidence on intergenerational persistence shows child laborers become adults with children who are also child laborers (Edmonds, 2015).

The impact of child employment on local labor markets is less nuanced than its impact on child development. When there are more workers willing to work at a given wage than there are jobs, workers will compete and drive down wages. Hence, the more child workers in the economy, the lower the wages of jobs those children compete for (unskilled work). This creates a cycle of poverty: child labor leads to low wages leads to the need for child labor. Low unskilled wages today also have long-term consequences for economic growth, as an abundance of unskilled labor discourages the adoption of skill intensive technologies. Countries adopt the technology that is complimentary to factors they are abundant in. Hence, the more child labour, the more unskilled labor, the less likely countries are to adopt technologies that take advantage of skilled labor. This further discourages the accumulation of human capital, leaving countries worse off over the long term (Edmonds, 2015).

2.8. The Situation of Child Labour in Ethiopia

There is no reliable research finding that clearly sheds light on the trend and nature of child labor in Ethiopia. However it is evident that it has been customary in Ethiopia that children have always been part of the productive and reproductive role of societies since the time of immemorial. The fact that there have not been legal or customary laws in the long history of the country that define the age that should have been categorized as working force, has made the society to continue to use children's labor to sustain families both socially and economically. The available scanty information in relation to child labor in the country reveals a disturbing picture.

Like in many other sub-Saharan African countries, a large number of children in Ethiopia join the labor force usually below the age of 15. This ranks the country among one of the countries with highest rates of child labor in the world. A survey conducted in 2001 has reported that one-half of all Ethiopian children within the age of 5 to 14 years were engaged in one or another form of child labour. Though the available literature on the pattern of child labor in Ethiopia shows existence of a strong correlation between different forms of child labor and vulnerability to different forms of violence, the situation of child workers in Ethiopia and the nature of the work that they are forced to be engaged in have been not yet adequately studied. The few studies conducted on violence against child workers in Ethiopia provide only blurred information that is not sufficient to understand fully the extent of the problem and its impact at national level. This therefore has impeded the development of a viable strategy to address the actual problems that resulted from child labor in the country (SOS, 2008).

Despite the limitation of obtaining reliable statistical data to establish the number of children who are in the labor force and exposed to child labor in Ethiopia, the National Child Labor Survey conducted in 2001 shows that the total number of children in the age group of 5-17 was 18,197,783. Out of this data it was indicated that nearly 9,483,611 children had been involved in productive activities of the country in different sectors of the economy. According to the data nearly 52.1% of the total children population in the country is engaged in the active workforce. Desegregated data by education status of children aged 5-17 years indicate that 43.9% have attended formal education while 56.1% have never gone to school. Of those children currently attending school, 87.8% have attended formal education while 12.2% have attended informal education. The majority of the children attending formal education have completed elementary education only. The current school status of children aged 5-17 years indicated that the majority, about 61.7%, are not at school or have dropped out of school for various reasons (SOS, 2003).

2.9. Empirical Literature Review

According to (Kelemu et al., 2016) the major determinants of child labor exploitation are rooted in the family, community and the society at large and poverty and migration accounted mostly to put pressure on children to engage in laborious works. More specifically, there are other determinants which are death and instability of one's parent and family, low level of education, lack of awareness on the rights of children, divorce, land scarcity and others.

(Eshetu and Teferi, 2014) studied on child labour exploitation and children's participation in schools and concludes that, child labor became a major problem in primary education and its causes is closely associated with poverty and socio-cultural viewpoint of the society, which value children as an economic asset of their families. As a result of this, children were forced to drop their schooling or not got the chance to go to school. Their study tells, children were expected to perform both domestic activities (such as cooking, fetching water and fire wood, caring siblings and washing) and productive activities (like cultivating, planting, weeding, harvesting, and keeping cattle and goats). Their finding also indicates that child labor affects the physical, social, emotional, educational and health conditions of the working child. Depending on their finding they recommend that, there should be collaborative effort of all governmental, non-governmental and family's effort in the fight against child labor, so as to ensure children's school participation.

(Eduardo G. et al., 2009) students who work both inside and outside of the home experienced a negative impact on their achievement test scores, but the negative impact was greater for students who only worked outside the house and those who worked both inside and outside the house. Students who work both outside and inside the home have a heavy work load, possibly tire themselves physically, and have less time and energy to devote to their studies than students who do not work or who only work in one location. Each additional hour that a student works lowers school achievement. Students who work 7 hours or more per day experience the most harm to their school performance, but the harm is modest with at most a 10 percent decrease in their achievement test scores relative to students who do not work.

According to (Khanam, 2006) parental decisions regarding child's time use in schooling and work influenced by parent education level, non-labor income, house hold composition ,income, price of child school and age of child. Higher level of education of parents creates positive effect

on their child schooling, as parental income is a positive function of their human capital. Educated parents are more likely to earn more income through farm production or wages that tend to increase schooling for their children. In other way, the level of parental education, especially mother's education, is input of human capital of children.

According to (Assefa ,2002), study on the title "Allocation of children's time endowment between schooling and work in rural Ethiopia"; children are part of economic life of societies and earlier industrial revolution increase the proportion of children in the work force which is the worst for developed countries. However, today the problem is largely a phenomenon of developing countries. He specified as child time allocation activities is dependent of child specific character and parental, household, environmental, technological and cultural characteristics. According to his study age and gender of the child, cultural factors, the educational status of the household head, the distance to school and the quality of education are important determinants affecting the choice between school attendance and work participation.

Cross country studies on child labour and education for 34 countries from all major world regions, including developed economies by (Blanco et al., 2008) shows that the levels of children's work are significantly and inversely correlated to the number of years that a child will spend at school. They also observe that the data for both boys and girls and is regardless of grade repetition, resulting in lower levels of human capital accumulation. There is a significant inverse correlation between levels of economic activity of children aged 7-14 and youth literacy rates in the 15-24 age group. This finding suggests that the consequences of child labour can be critical not only in terms of human capital accumulation in general, but also in acquiring key educational basic competencies such as the ability to read and write. The absence of these basic skills will leave youth and adults with very restricted options besides working in low remunerated jobs, recreating the conditions for the perpetuation of poverty, inequality and social exclusion. School attendance rates tend to decline with higher levels of economic activity. The study also revealed that there is an inverse correlation between the number of working hours and children's capacity to attend school. Long hours of work, especially more than 14 or 21 hours per week increases the school attendance gap. Non-economic activities such as household chores also play a role, but less so in terms of their effect.

A study by (Kausar, 2010) on the impact of child labour on Pakistan's economy applying OLS technique examined the negative relationship between child labour and literacy rate for both 10-14 years age children and 15 years and above, while per capita income did not show any significant result. The study also proved that the negative relationship between household size and child labour.

(Ray, 2001) examined simultaneous analysis of child labour and child schooling in Nepal and Pakistan for the time period 1981-1990. He used child labour hours as dependent and educated male member, educated female member, maximum wage earned by male and female member as independent variables. According to his findings the joint estimation of child labour hours and child schooling experience exertions is the significant rate that child's current school attendance plays in sharply diminishing child labour hours. Rising education level of the adults members in the household and increased public awareness have a highly insignificant positive impact on child schooling and subsequently can play important part in reducing the child's long hours of working. (Latif et al. 2016) concludes that less education, need for extra money and lack for poor monitoring by government are important factors and reasons of child labor in Pakistan.

A Study on child labor in three major towns of southern Ethiopia (in Hawassa, Arba Minch and Wolayita Sodo) by (Solomon et al, 2011) by surveying A total of 323 child laborers (whose age is between 5-18) concludes about 42.0% of children were below the age of 14 years and were engaged in employed labor. The reasons for child labor included poverty (60.7%), loss of parents (17.3%), disagreement with parents(8.4%), parental separation (6.5%), shortage of food (5.3%) and displacement due to war (1.5%). Almost all of the respondents' parents had a low level rank occupation with 64.0% having a monthly income of less than 50 birr and 79.0% of the respondents reported that they were from poor families. Among the respondents, 51.1% were domestic child laborers, 22.6% were street child laborers and 18.3% were working in private organizations. Two-thirds of the child laborers were working for more than 10 hours a day and 82.0% of them had a daily income of less than five birr. About half of them stayed in the job for more than two years and most of them did not visit their parents or relatives for long periods of time. Eighty-four percent of them reported previously encountering one or more health problems. Malaria-like illnesses and diarrheal diseases were the major health problems reported. About 19.0% of them were sexually active, yet 22.6% of them have never heard about HIV/AIDS.

About three-quarters of them did not attend any kind of health education program. The majority (77.4%) of them had never heard of the Conventions on the Rights of the Child (CRC).

According (Temesgen, 2015) low rate of school attendance is due to high frequency of late-coming, absenteeism and dropout, lack of active participation in classroom activities, lack of doing homework, low academic achievement with greater emphasis on grade promotion and lack of opportunity to participate in diverse co-curricular activities to enrich their academic experiences. (Yibeltal et al., 2014), educational achievement in primary school is significantly affected by work load at home, distance from the school, satisfaction of teachers and counseling office. This shows that how child labour or workloads at home for children have impact on their educational achievement. In other way, supportive books at home, head of household educational level, age of the student, household size have not significance effect on educational achievement.

According to (Mahendra, 2013) household size, household income and gender of children significantly affect child labour supply. A large household size has a greater likelihood of supplying child labour. Household with large family size may find difficulty in meeting the household requirements and hence, resorts to shifting some children to formal labour market. The income variable also has an impact on child labour supply. Lower income households are more likely to send their children to labour market.

According to (ILO, 2002; Mazhar, 2008; Rena, et al., 2009; Moyi, 2010, Brown et al., 2002) cited in (Gebremedhin , 2013) a number of factors are responsible for the high incidence of child labour in developing countries, they considered child labour as a consequence of poverty-related factors including economic stagnation, illiteracy, powerlessness, war, famine, orphan hood, rapid spread of HIV/AIDS and deficient economic and educational policies for child labour. It is argued that households that do not have enough resources to sustain the family, have no a choice but forced their children to work as labourers to make ends meet. In such cases, size of the household is important in determining children's labour activities and educational opportunities. High fertility increases the chances that children from large families have to do work to support household income. The more years of school both mothers and fathers have, the more likely they are to devote their children's time exclusively to school, even controlling for household income (Gebremedhin, 2013).

To sum up, all studies discussed above did not include the variables like, children's parents who take debit, future price expectations of child labourers and religion of the child's household head as determinants of child labour exploitations. So this study tries to include those variables which are not studied before. For example, studies by (Gebremedihin, 2013, Kelemu et al., 2016 and Temesgen, 2015) did not use econometric analysis and the variable listed above is not included even for their descriptive analysis. So that studying in detail about the determinants of child labour exploitation and its impact on their educational achievement all together give a broader understanding, in which no researcher dealt with before.

CHAPTER THREE

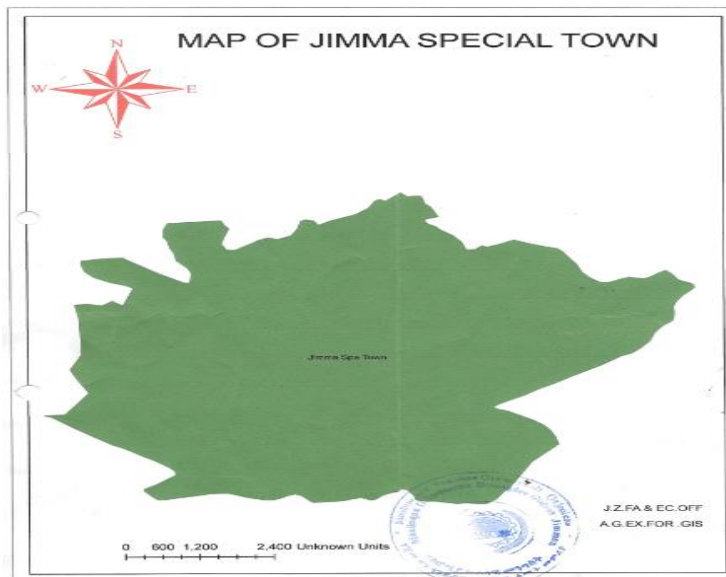
RESEARCH METHODOLOGY

3.1. Description of the Study Area

Jimma Town is among the largest urban areas of Oromia regional state with denser human population and located in south west direction 356 Km far from Addis Ababa. According to the statistical report Jimma town (2009) has a total human population of about 194,139, residing in 17 small administrative clusters-kebelles. The town constitutes household population of 40,446. The town is mainly serves as Zone Administration, trade, tourism and transport center. The major investment opportunities in the town are: commercial buildings, real state, and agriculture (in the surrounding areas). Together with this, the town is highly known by being the commercial center for coffee production in the region (CSA, 2016).

Geographically, Jimma town is located at 7°40`N latitude and 36°60`E longitude. Elevation within the town boundary ranges from the lowest 1720 meter above sea level of the airfield (kitto) to the highest 2010 meter above sea level of Jiren. It is bordered by Kersa Wereda in the east, with Manna Wereda in north, Manna and Seka Chekorsa in west and Dedo in south direction (FEDO, 2016).

Figure 2: Map of Jimma town



3.2. Data Source and Method of Data Collection

The study used primary data. The primary sources of data were derived from the answers that respondents had given during the survey and the data has been used to obtain information related to demographic characteristics of the households and children's' and issues related to child labour and educational achievement. This information has been obtained from children's whose age is between 5-17, parents of the child and office such as children's and women affairs and children's right protection office. The data were collected using a structured questionnaire that was administered with the help of trained enumerators. Besides to this, interview has been applied for getting information related to the extent and the consequences of the problem with children's right protection office.

Information obtained using the survey questionnaire includes:

Child labour characteristics like sex, age, place of birth, total working hours per week, and semester cumulative result. Household income, household size, education level of the household (child's father and mother) and religion, sex, age, employment, marital status of the household head and other important variables also part of the survey.

Interviewing children regarding house hold variables like monthly income may not yield promising answer (especially for the child whose age below 10). So that it is a must to contact the parents of the child directly. Children's semester cumulative result will be obtained from self reported information of the child. In case where, children's are unable to tell the score correctly, it is a must to contact either their parents or their school for getting appropriate answers.

3.3. Sampling Procedures and Sample Size

According to Jimma town women and child affairs office (2016), the total number of children whose age is less than 18 is 98,660. From these, 31,179 children's are under five years. The total number of children's aged 5-17 is 67,481. According to the office 40,700 (more than 69%) children's are engaged in child labour activities in the town. In Jimma town, there are seventeen kebelles and it is not possible for conducting a survey by including all the kebelles. So that taking sample is an appropriate way. Therefore, the study selects three kebelles using multi-stage simple random sampling technique. Three kebelles were selected purposively through the

discussion with officials of zonal administration, women and child affairs office, social and labour affairs office and other concerned officials in the town. Therefore, the three kebelles purposely selected for the study include Bauche Booree which is known by having highest populations (27,741), Hirmaataa Markaato with total populations of 8,844 and the last kebele is Hirmaataa Mantiinaa with 13,745 total populations.

The purposive selection of the three kebele is done depending on the availability of market place, number of population, child labourers and the economic condition (those who are poor, medium and rich households are included) for taking detailed investigation of the study. Although they are selected based on this criteria brief description of each of the surveyed kebele is given below.

i. Bauche Booree:- This kebele is selected because of having large population as compared with the other kebelles, most rich people (relatively speaking) who owns hotels, cars and fuel stations live in this area. Because it is big in area, it stretches in both at the center and peripheral parts of the town. In addition to this, in these kebele child labourers who work as a street vendors and cart driving activities were available.

ii. Hirmaataa Markaato:- This kebele on the other hand situated at the heart of the town. It is a place of commercial centers or markets, unlike Bauche Booree kebele, there are only few residents in this kebele as most of the buildings are used for making business only. So this kebele is selected because of being the main and the highest market place in the town.

iii. Himaataa Mantiinaa:- This kebele is composed of poor households, deteriorated house and residents have low standard of living as most of them living by paying rents either for the individuals or for the governments. Peoples are living by selling things in the street. At the same time the poorest households who run their daily meager life by preparing and selling the local drink Tella, Areki and Teji. To sum up, this kebele is selected because, it is a place where all sorts of a society in the town (relatively poor, absolutely poor and relatively rich people were available there).

The number of child labourers whose age is between 5-17 and at the same time who combine work with school for the three kebelles namely Bauche Booree, Hirmaataa Markaato and

Hirmaataa Mantiinaa are 2530, 780 and 1385 respectively. The total number of child labourers in the surveyed kebelles adds up 4695.

For sample size determination we can use the following formula following (Yamane, 1967).

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

Where; n = sample size

N = number of child laborers in the study area

e = is the desired level of precision (e = 7% or 0.07)

$$n = \frac{4,695}{1+4,695(0.0049)} = 196$$

Following the above sampling techniques and using the sample size determination formula, a total of 196 child labourers were selected from the three kebelles.

After determining the total number of sample respondents in the study area, the next step involves applying proportional stratified random sampling by dividing the given population in to homogeneous subgroups and then determining sample respondents in each of the three selected kebelles by using simple random sampling techniques. Then at this stage, children whose age is between 5-17 and who are engaged in economic or non-economic activities has been selected randomly proportional to their population size. The formula is as follow;

$$ni = \frac{Ni}{N} * n$$

Where, ni = sample size of ith kebele, Ni = total child labourers of ith kebele, and N = total number of child labourers in the selected kebele and n = total sample size.

For Bauche Booree kebele, 2530/4695*196=106

For Hirmaataa Markaattoo kebele, 780/4695*196=32

For Hirmaataa Mantiinaa kebele, 1385/4695*191=58

Therefore, the total respondent of the three kebele is the sum of the above sample that is $106+32+58=196$.

3.4. Method of Data Analysis

Both descriptive statistics and econometric techniques have been employed to describe, analyze and interpret the result of the determinants of child labour exploitation and its impact on educational achievement. In the descriptive part, the discriminate analysis such as simple mean comparison, tables, frequencies and percentages has been used. The econometric method is outlined here under.

3.5. Econometric Model Specification

As we stated before, the aim of this research is to estimate the determinants of child labour exploitation and its impact on educational achievement and the study has two econometric models. The first model is used for determinants of child labour exploitation in which child labour hours per week is the dependent variable. Child labour hours is chosen because it is assumed the best way to measure the working condition of children and off course used by different researchers like (Kurtikova, 2009) and (Ray, 2001).

Previous studies on determinants of child labour in India and Pakistan by (Kurtikova, 2009) and (Ray, 2001) analyzed the determinants using Ordinary Least Square (OLS) estimation technique. This is because; child labour is measured by child labour hours per week which is a continuous variable. So that this study also uses OLS estimation technique and the study used STATA as application software package. The study uses information on actual hours of child labour participation on the premise that what matters most from policy perspective is not only the mere participation of children in work activities but also the extent of participation one measure of which is hours of labour supply. The longer the hours of work, the argument continues, the greater will be the detrimental impact of child work both on private and social return from education (Psacharopoulos, 1997). An attempt was made to compare the result from OLS with that of tobit regression.

The second model used in this study was to estimate the determinants of educational achievement which is measured by test scores of children's in a semester. To analyze the effect

of child labour on student's educational achievement using test score in a semester is preferable (Shimada, 2010), (Aturupane, 2007), (Eduardo, 2009) and (Tassew and Aregawi, 2015). Tobit model has been used for estimating the various determinants of educational achievement.

The tobit model is a statistical model proposed by James Tobin (1958) to describe the relationship between a non-negative dependant variable y_i and an independent variable or vector x_i . The tobit model can be described in terms of a latent variable y_i^* . Suppose, however that y_i^* is observed if $y_i^* > 0$ and is not observed if $y_i^* \leq 0$. Then the observed y_i can be defined as

$$y_i = \begin{cases} y_i^* = \beta x_i + u_i & \text{if } y_i^* > 0 \\ 0 & \text{if } y_i^* \leq 0 \end{cases} \dots\dots\dots(1)$$

$$U_i \sim IIDN(0, \sigma^2)$$

This is known as the tobit model and it is called censored regression model, because it is designed to estimate linear relationship between variables when there is either left or right censoring or both left and right censoring in the dependent variable (Maddala, 2005). Among the different types of tobit model, two-limit tobit model has been used to analyse the determinants of educational achievement which is measured by cumulative result/ average test score which have a minimum and maximum of 0 and 100 respectively. The model then specified as

$$y_i^* = \beta x_i + u_i \quad i = 1, 2, 3, \dots, n \dots\dots\dots(2)$$

y_i^* is the latent variable and x_i and u_i are the set of the explanatory variable and error terms respectively. If we denote y_i the observed dependant variable,

$$\begin{aligned} y_i &= L_{1i} \text{ if } y_i \leq L_{1i} \\ &= y_i^* \text{ if } L_{1i} < y_i^* < L_{2i} \dots\dots\dots(3) \\ &= L_{2i} \text{ if } y_i^* \leq L_{2i} \end{aligned}$$

Here L_{1i} and L_{2i} , are the lower and upper limits respectively.

Where y_i = the observed cumulative result of students

y_i^* = the latent variable which is not observed

β = vector of unknown parameters

x_i = vector of independent variable affecting cumulative result

Therefore, the model for child labour hours and cumulative result can be given as follows

$$\text{Child labour hours (} twh_{ij} \text{)} = \beta_0 + \beta_1 sex_{ij} + \beta_2 age_{ij} + \beta_3 hhs_{ij} + \beta_4 minc_{ij} + \beta_5 maed_{ij} + \beta_6 faed_{ij} + \beta_7 mshh_{ij} + \beta_8 brchhh_{ij} + \beta_9 debit_{ij} + \beta_{10} eshh_{ij} + \beta_{11} agehh_{ij} + \beta_{12} sexhhd_{ij} + \beta_{13} hpe_{ij} + \mu_{ij} \dots \dots \dots (4)$$

$$\text{Cumulative result (} cmr \text{)} = f(\text{sex, age, hhs, faedu, maedu, twh, mshh, minc, eshh, } \mu_i \text{) } \dots (5)$$

Where:- *i* is individuals (child laboureres) and *j* represents the kebele of each child laboureres.

β_0 is constant (intercept)

- $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \beta_6, \beta_7, \beta_8, \beta_9, \beta_{10}, \beta_{11}, \beta_{12}$ and β_{13} are coefficients and μ_i is stochastic variable (error term)

Table 1: Definition of variables used for the two models

Variables used in the analysis	Their definition
Twh	Total working hours of child labourers per week
Comr	Cumulative results of child labourers per semester (average)
Hhs	Household size
Age	Age of the child
Agehh	Age of the household head
Minc	Monthly income of the child's parent
Sex	1 if the child is male; 0 otherwise
Sexhhd	1 if the household head is female; 0 otherwise
Maedu	a categorical dummy for the level of education attained by child mother's (1 if illiterate; 2 if primary school completed; 3 if secondary school completed; 4 if above secondary school
Faedu	a categorical dummy for the level of education attained by child father's (1 if illiterate; 2 if primary school completed; 3 if secondary school completed; 4 if above secondary school
Brchhh	1 if the child is not biologically related with the head of the household; 0 otherwise
Mshh	a categorical dummy for marital status of the household head (1 if single; 2 if married; 3 if divorced; 4 if widowed)
Eshh	1 if the household head is employed; 0 otherwise
Debit	1 if the parents of the child take debit; 0 otherwise
Hpe	1 if the child works because of expecting higher price in the future; 0 otherwise

Description of the explanatory variables *for the first model* in combination with their expected signs is given below:

1. **Age:** -It is it is a continuous variable, defined as the children's age at the time of the study measured in years. Children have to work more as they get older; however the rate of increase declines with children's age. At their early age children are not physically, mentally and morally matured to work but, as age of children increase their responsibility also increase. So it is expected that when the age of the child increases it will have positive effect on child labour.

2. **Sex:-** It is a dummy variable that assumes a value of "1" if the child is male "0" if they are female. According to (Mahendra , 2013) child labour for male is higher than female. Contrary to this, studies by others shows female participants are higher than those of males. Since, different researchers have different explanations because of getting different sign on gender nothing can be said about the sign of this variable a priori

3. **Monthly income of child's parent:** It is a continuous variable and operationalized as the total monthly income of the household. Household income significantly affects child labour negatively (Mahendra, 2013).It is the significant factor; as parent income level increase, the amount of money available for spending also increase. These in turn reduce child labor. So that it is expected that higher income affects child labour negatively (higher income leads to low participation of child labour).

4. **Household size:** This is a continuous variable measured by numbers and it refers to the total number of family members of the household. A household with high number of dependents in the family will lead to higher child labour participation. It is expected that household size will have positive impact on child labour.

5. **Age of the household head:** When the age of the household head increases or gets older they are not competent for participating in work activities and financing household expenditure is not possible if they do not sent their child to work. So that when household head of the child gets older child labour participation increases and expected to have a positive sign to the variable.

6. **Educational level of the child's mother:** It is hypothesized that the more educated the mother of the child is expected to have a negative effect on child labour participation as compared to less educated child's mother.

7. **Educational level of the child's father:** It is hypothesized that the more educated the father of the child is expected to have a negative effect on child labour participation as compared to less educated child's father.

8. **Marital status of the household head :** Under normal condition household who is not married have high tendency to sent children's in work other than sending them to school and it is hypothesized that household head who is married have a negative impact for the variable as they care for children's than household head who do not have marriage. The sign is positive for divorced, widowed and single household head.

9. **Child's biological relationship with the household head:** Children's who have biological relationship with the head of the household will not spent much time in work in comparison with who do not have biological relationship with the head of the household.

10. **Debit:** It is hypothesize that child's parent who take debit have a great tendency to sent their child to work as compared to those parents who do not take debit. So that parents of the child with debit have a positive effect for the variable.

11. **Employment status of the household head:** Employed household head has less tendency to sent children's to work as compared to unemployed household head and has a negative impact on child labour hour if the household head employed and the opposite is true if unemployed.

12. **Sex of the household head:** Child labourers with female household head have a negative impact for the variable child labour hour in comparison with male household head.

13. **Children's working expecting higher price in the future:** It is assumed that children's who expect higher price in the future will spend more time in work than those who do not expect higher price and it have a positive impact on child labour hour per week.

The expected signs of explanatory variables for the *second model* are described as follows;

Here, as we stated above the dependant variable is cumulative result of students in a semester.

Table 2: Showing the sign of explanatory variables of cumulative result

Variable name	Variable type	Expected sign
Sex of the child	Qualitative(dummy- 1 if the child is male, 0 otherwise	Male child have more cumulative result (higher score) than female
Age of the child	Quantitative	Positive
educational level of the child's father's	Qualitative	Child's with educated fathers Score higher result than those fathers who is not educated
educational level of the child's mothers	Qualitative	Child's with educated mothers Score higher result than those mother who is not educated
Income of the household (monthly income)	Quantitative	Positive
Total working hours of the child per week	Quantitative	Negative
Household size	Quantitative	Negative
Marital status of the household head	Categorical dummy (1=single, 2=married, 3=divorced, 4= widowed	Those who are not married affect children's average test score negatively.
Employment status of the household head	Dummy 1 if employed, 0 otherwise	Employed household head have a positive effect on children's average test score

As explained above, child labour hour is considered as dependant variable in the first model, while it is hypothesized that as one variable influencing cumulative result of the child.

CHAPTER FOUR

ANALYSIS AND DISCUSSIONS

4.1. Descriptive Statistics

In this part of the study we analyzed the data which was collected from primary sources. The primary data were collected by using questionnaire for the respondents. As described in chapter three, the numbers of child labourers who combine work with school for the three selected kebelles (i.e. Bauche Booree, Hirmaataa Markaattoo and Hirmaataa Mantiinaa) in Jimma town are 4695. A Sample of 196 child labourers who combine work with school were selected randomly for this study. Out of the total respondents 80 (40.82%) are females and 116 (59.18%) are males.

Therefore, this part portrays the background characteristics of respondents, information of respondents' family and explains the various determinants of both child labour exploitation and educational achievement in Jimma town. Annex III contains Summary statistics of variables.

4.1.1. Demographic Characteristics of the Sample Respondent

Table 3: Age group and sex of the respondents

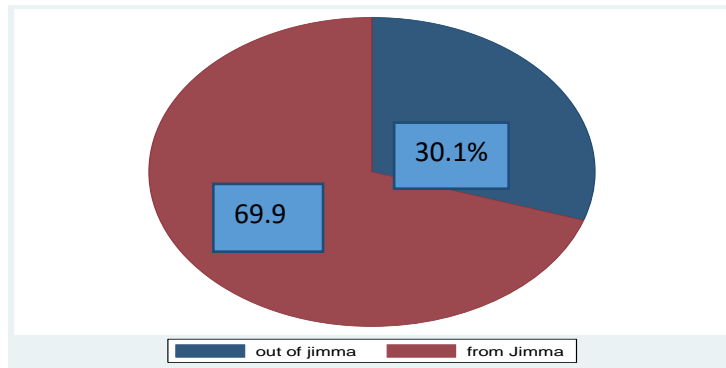
Age group	Sex		Respondents	
	Male	Female	Total number	Percentage
5-8	4	5	9	4.59
9-13	42	35	77	39.29
14-17	70	40	110	56.12
Total	116	80	196	100%

Source: Own survey (2017)

The survey reveals that, from those students who combine schooling with work, 80 (40.82%) are females and 116 (59.18%) are males. It implies that male respondents' are higher in number than female. The mean age of child with in child labor is 13. In addition age of child has positive

relationship with child labor, because the data shows as 56.12% of child labor are within the age range of 14-17, whereas 39.29% are in the range of 9-13. Child labour increase with increase in age of the child.

Figure 3: Birth place of the respondents



Source: Own computations (2017)

The figure above shows that, the birth place of the respondents from Jimma town accounts 69.9% and the remaining 30.1% are out of Jimma town. This indicates that children's who participate in labour activities are not only from Jimma, but also they are coming from any other place. This shows that migration of children's, especially from rural part to Jimma town are participating in work (work as child labourers) like children's who are from Jimma. The conclusion one can draw from this finding is that living arrangements sometimes does have a direct impact on whether a child should work or not and other intervening variables such as poverty, migration status, may facilitate the process.

Table 4: Sex of the household head

Sex of the respondents household head	Number of the household head	Percentage
Male	107	54.59
Female	89	45.41
Total	196	100

Source: Own survey (2017)

As it observed from the table above, regarding the Sex of the household head of the child 107 (54.59%) are males and 89 (45.41%) are females. Male household head is more than that of female household head as it was portrayed by the table above.

Table 5: Household size

Household size	Frequency	Percentage
1-3	20	10.2
4-7	122	62.24
8-10	36	18.37
10-14	18	9.18
Total	196	100

Source: Own survey (2017)

From the above table it is easily noticeable that 122 (62.24%), 36 (18.37%), 20 (10.2%) and 18(9.18%) of the respondents have 4-7, 8-10, 1-3 and 10-14 household sizes respectively. This indicates that majority of the respondents' or child labourers' household size fall under the category of 4-7 followed by 8-10 and when the household size increases the number of hours spent on work increases and time for reading and recreation decreases.

Table 6: Showing respondent's parents (mothers and fathers of the child) educational level

Variables	Educational level	Frequency	percentage
The child's mother educational level	Illiterate	74	37.76
	Primary school completed	90	45.92
	Secondary school completed	26	13.27
	Above secondary school	6	3.06
	Total	196	100

The child's father educational level	Illiterate	70	35.71
	Primary school completed	70	35.71
	Secondary school completed	35	17.86
	Above secondary school	21	10.71
	Total	196	100

Source: Own survey (2017)

It was necessary to examine the family status of child laborers to know whether this had any impact in forcing children to engage in working activities. Within this frame work, child workers that participated in the survey were asked to report the circumstances of their parent's educational status, age of the household head, marital status and religion of the household head.

In the survey, information on education level of parents was collected from every child worker that participated in the survey. The purpose was to understand the impact of educational level of parents in influencing children to take up in working participation. Table 6 presents the educational status of the parents of the child workers. Overall, about 70 (35.71%) of the fathers of child workers and 74 (37.76%) of the mothers of the child workers were found to be illiterate. Among the illiterate parents, mothers registered slightly higher illiteracy level than fathers. As indicated in table 6 about 70 (35.71%) of the fathers and 90 (45.92) of the mothers were primary school completed. 35 (17.8%) of the fathers, 26 (13.27) of the mothers and 21 (10.71%) of the fathers, 6 (3.06%) of the mothers are secondary school completed and above secondary school respectively. This indicates that the majority of the child workers that participated in the survey come from illiterate families and families with poor educational background and the number of working children declines with the increase in the educational level of the parents.

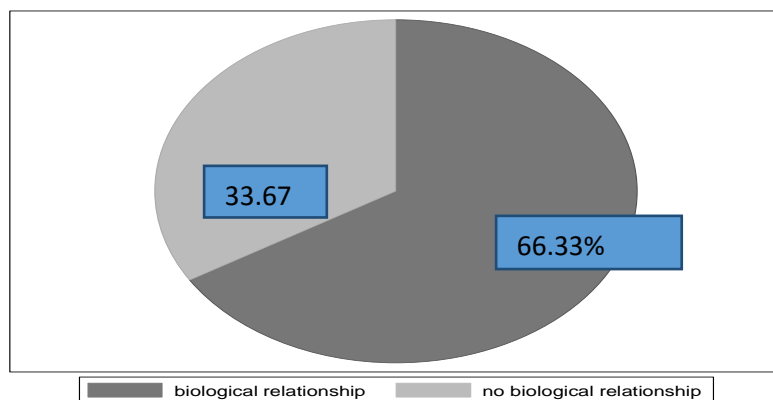
As it was shown in table 7 the age categories for most of the head of the household fall under 40-59 years which accounts 99 (50.51%) followed by 25-39 and 60-79 which have the same percentage share of 47 (23.98%). The remaining 3 (1.53%) represents household head whose age is 80 and above.

Table 7: Age categories of heads of the household

Age	Frequency	Percentage
25-39	47	23.98
40-59	99	50.51
60-79	47	23.98
80 and above	3	1.53
Total	196	100

Source: Own survey (2017)

Figure 4: Child's biological relationship with the head of the household



Source: Own computations (2017)

As it was depicted in the above figure 130 (66.33%) of child labourers have biological relationship with the head of the household, while 66 (33.67%) of them do not have biological relationship with the head of the household. Whether child labourers are biologically related with the head of the household or not they are not refrain from participating in labour activities may be the level does matter. Child labour is practiced for both children's with biological relation with head of the household and who do not have the relation with head of the household.

Table 8: Marital status and religion of the household head

Marital status of the household head	Frequency	Percentage
Single	16	8.16
Married	106	54.08
Divorced	60	30.61
Widowed	14	7.14
Total	196	100
Religion of the household head	Frequency	Percentage
Muslim	77	39.29
Protestant	36	18.37
Orthodox	82	41.84
Others	1	0.51
Total	196	100

Source: Own survey (2017)

As it is clearly shown from the above frequency distribution table, 106 (54.8%), 60 (30.61%), 16 (8.16%) and 14 (7.14%) represents the marital status of the head the household who was married, divorced, single and widowed respectively. From this one can say that the majority of the respondent's household head got married though they are sending their children's in work place. And it is also logical to say divorced household heads are sending their children's to work highly as care is not given for the child as married household head do.

Regarding to the religion of the household head 82 (41.84%), 77 (39.29%), 36 (18.37%) and 1 (0.51%) accounts orthodox, Muslim, protestant and others respectively. The result from the table shows majority child labourers are from household head with orthodox religion followed by Muslim household head.

Table 9: Employment status of the head of the household

Status of employment	Frequency	Percentage
Self-employed	136	69.39
Unemployed	12	6.12
Government employees	20	10.2
Private employees	15	7.65
Pensioner	13	6.63
Total	196	100

Source: Own survey (2017)

From the above table we infer that most of the household head are self-employed 136 (69.39%), followed by government employees, private organization employees, pensioner and unemployed accounting 20 (10.2%), 15 (7.65%), 13 (6.63%) and 12 (6.12%) respectively. This implies that child labour participation is high for self-employed household head than the others.

The table below displays frequency distribution of monthly wage of children and monthly income of the child's parent. As can be seen in the table below, almost all of the children in both groups work for wage. The data shows 161 (82%) of them are working for wage while 35 (18%) are working without having a paid wage as they are working for helping their parents in work place. The mean of paid wage is 407.6837 birr and the maximum paid wage per month is 2000 birr (children's who participate in wood and garage work paid higher wage than the others). Coming to monthly income of the child's parent most of them have a monthly income between 100-1000 birr accounts 98 (50%) followed by 1001-2000 birr, above 3000 and 2001-3000 which accounts 53 (27.04%), 27 (14.29%), 17 (8.67%) respectively. The mean monthly income of child's parent is 1958.673 with minimum of 100 and maximum of birr 15000. Children's participate in labour activities because of the reason that their parents earn low income. Added to this, parents with high income will not send their child in to work as compared with parents with low income. Shortly, students enrolled in the higher grade level live in families with higher family incomes. Higher family income is associated with higher demand for education and income has a positive effect on students' test scores.

Table 10: Monthly wage of child labourers and monthly income of the child's parent

Monthly wage of child labourers (in birr)	Frequency	Percentage
0 (unpaid)	35	18
40-100	8	4
101-500	96	49
501-1000	47	24
>1000	10	5
Total	196	100
Monthly income of parents of the child (in birr)	Frequency	Percentage
100-1000	98	50
1001-2000	53	27.04
2001-3000	17	8.67
>3000	28	14.29
Total	196	100

Source: Own survey (2017)

Table 11: Number of children's working day per week

Number of working days per week	Frequency	Percentage
3	4	2.04
4	6	3.06
5	16	8.16
6	84	42.86
7	86	43.88
Total	196	100

Source: Own survey (2017)

Number of Child labour working day per week is also one of the factors that affect educational achievement of children's. According to the table described above most of the respondents' are working all days in a week i.e. 7 days 86 (42.86%), followed by 6 days 84 (43.88%). The remaining 16 (8.16%), 6 (3.06%) and 4 (2.04%) of the respondents work 5, 4, 3 days per week respectively. The more the number of working days the more children's schooling is negatively affected and as presented above respondents are in work almost for all the days in week at the cost of schooling. Here one has to know that schooling is not going in class and coming it also include time for reading and recreation activities.

Table 12: The type of works that children participate

The type of work that children's engaged	Respondents			
	Male	Female	Total respondents	Percentage
Wood work	17	1	18	9.18
Garage	16	2	18	9.18
Taxi conducting	5	0	5	2.55
Shoe shine	26	0	26	13.27
Café and restaurant	3	0	3	1.53
Household chores	16	18	34	17.35
Street vendors	8	31	39	19.9
Shop keepers	9	9	18	9.18
Cart drivers	5	0	5	2.55
Lottery selling	4	3	7	3.57
Others	10	13	23	11.73
Total	119	77	196	100

Source: Own survey (2017)

Table 12 contains information about the type and extent of work that children participate in the study area. As represented by the table above 39 (19.9%) of the respondents' were working as a

street vendors followed by working in household chores 34 (17.35%) and as shoe shine 26 (13.27%). Children's working in wood work, garage and shop keepers have the same percentage share that is 18 of them are working in each working category taking 9.18% and the same is true for those working in taxi conducting and in cart driver category which accounts 5 (2.55%). The remaining lottery seller and those working in café and restaurant accounts 7 (3.57%) and 3 (1.53%) respectively. From this information we can deduce that most of the participants in labour activities are male as it compared with female. When we see their participation in each work category most of males are working as a shoe shine and wood work, while most of females are working as a street vendors and household chores respectively.

Table 13: Reasons why children's work

Why do you work?	Frequency	Percentage
For supplementing family income	74	37.76
For developing my skill	16	8.16
Because no one looks after me	21	10.71
For paying family debit	14	7.14
Peers influence	1	0.51
To help family in the work place	38	19.39
Expecting higher price in future	22	11.22
Others	10	5.1
Total	196	100

Source: Own survey (2017)

Table 13 contains the opinions expressed by respondents on the reason why children are engaged in any form of work. Traditionally, children working on different economic activities were seen as a means of training for adulthood, deteriorating economic conditions have led to an increase in

the number of children working on a regular basis to earn a living for themselves or supplement family income. These children either forgo an education or combine work and school which results low level of educational achievement. The response for the question why children's were engaged in any form of work is explained here below.

74 (37.76%) of the respondents said that, they were engaged in work in order to supplement family income, about 38 (19.39%) of them said, we are working for helping our family in work place. Together with this, they also reported that they are working because of expecting higher price in the future 22 (11.22%), no one looks after me 21 (10.71%), for developing my skill 16 (8.16%), for paying family debit 14 (7.14%) and because of peer influence 1 (0.51%).

Table 14: Children's work clash with their school

Have your work clash with your school?	Frequency	Percentage
Yes	80	40.82
No	116	59.18
Total	196	100

Source: Own survey (2017)

From the table above, most of the respondents' said that, their work is not clash with their school program and accounts 116(59.18%), while the remaining 80(40.82%) of the respondents' reported the crash of their work with their education or school. This implies that even though most of them are not reported the crash of their work with school one an easily understand that participation of children's in child labour activities affects children's education as they did not become competent enough in the academic area.

Table 15: Children's absent days per week

No. of absent days	Frequency	Percentage
1	24	12.24
2	45	22.96
3	13	6.63

0	114	58.16
Total	196	100

Source: Own survey (2017)

Number of absent days per week is presented in table 15 and about 45 (22.96%) of the respondents said that, they absent 2 days within a week because of the work burden they have. About 24 (12.24%) and 13 (6.63%) of them absent 1 and 3 days respectively. The remaining 114 (58.16%) of the respondents reported that they were not absent from school though there cumulative result is not satisfactory as long as they do not have time for reading other than having time only for class.

Table 16: Children's response for the reasons of low cumulative result

Reasons for low cumulative result	Frequency	Percentage
Low attitude of parents for education	23	11.73
Lose parents follow up	29	14.8
Being a source of income for parents	40	20.41
Lose teachers follow up	24	12.24
Working with in the house	19	9.69
Working outside the house	42	21.43
Because distance from the school is far	9	4.59
Others	10	5.10
Total	196	100

Source: Own survey (2017)

Table 16 presents children's response for the reasons of low cumulative result. Out of the total respondents' 42 (21.43%) of them said, working outside the house (other than domestic work) is

the main reason for scoring low result. Close to this, children are working for supplementing or being a source of family income 40 (20.41%) also one of the important factors for low cumulative result. They also reported that reasons like loose parents follow up, loose teachers follow up, low attitudes of parents for education working with in the house and distance from the schools affects low cumulative result of students and take the percentage share of 29 (14.8%), 24 (12.24%), 23 (11.73%), 19 (9.69%) and 9 (4.59%) respectively. The indication is that for most of the respondent's low cumulative result or test score have been scored because of working outside the house and this should higher in its effect as it compared with those work with in the house.

Table 17: Health problems of child labourers

Have you injured because of work	Frequency	Percentage
Yes	72	40.82
No	124	59.18
Total	196	100

Source: Own survey (2017)

The effect of child labour activities is not only restricted to education. Their health status is also seriously harmed, which in turn has impact on their education. From the above table we understand that 72 (40.82%) of the respondents' were injured while working and the remaining 124 (59.18%) reported that they were not injured during work. If the health status of children's had been harmed while participating in labour activities without doubt it hinders them from attending their education and the country end up with loss of human capital.

Table 18: Children’s working hours per week

Hours per week	Frequency	Percentage
5-20	28	14.29
21-35	73	37.24
36-50	59	30.10
51-65	28	14.29
66-75	8	4.08
Total	196	100

Source: Own survey (2017)

As it is clearly shown from the above frequency distribution table, 73 (37.24%) % of the respondents are working for 21-35 hours per week followed by 36-50 hours per week accounting 59 (30.10%) of the total respondents’. About 28 (14.29%) of them are working 51-65 and 5-20 hours per week and the remaining 8 (4.08%) are working for 66-75 hours per week which highly interferes with their education. This hour is even almost double of ILO maximum restriction of child labour hour for children’s under the age of 18 i.e. 43 hours per week. The mean working hour of the child per week is 36.46939 with minimum of 5 and maximum of 72 hour.

Table 19: Displays Children’s Average Score

Average score	Frequency	Percentage
<50	94	47.96
50-59	30	15.31
60-79	47	23.98
80-89	16	8.16
90-100	9	4.59
Total	196	100

Source: Own survey (2017)

The table shows that respondents semester average cumulative result. Most of the respondents' 94 (47.96%) of them reported that their semester average score is below half (50) and the reason for these low score is participation of in labour activities. About 47 (23.98%), 30 (15.31%), 16(8.16%) and 9 (4.59%) of the children reported their semester average score as satisfactory, fair, very good and excellent respectively. The mean of their semester score is 56.43 while the minimum and maximum test scores are 30 and 99 respectively. This information tells us most of child labourers score below the required level and though some children's score good result together with work, this does not represent the score of most of the students. The reality is children's participation in different types of work affects their schooling seriously as compared to those students who are not working.

According to the interview done with the supervisor of children's right protection office and other staff who working with the same staff in Jimma town, they put their ideas by saying "*child labour is a serious problem and it has a negative effect on educational achievement and due to this further investigation and assessment is needed for solving the problem*".

From the interview the reason for the existence child labour exploitation are lack of social awareness, low standard of living, migration and child's parents are not informed well about the difference between child labour and child work. From the government side nothing is done to create awareness about the negative impact of child labour at individual, community and national level. Child's right is not given much emphasis and even the law is taken and ratified from ILO without amending it.

Child labour and education have a negative relationship. As it was observed in the town children's are working beyond their capacity for long time, so that their interest for schooling is low. Added to this, there are also child labourers who do in shop and in baby keeping and stays for long time. Because of this and other reasons a number of children's registered low level of academic achievement. Besides, child labourers who participate in trading activities absent from school every Thursday, as it is the hottest market day in a week in Jimma town.

They also asked if something is done in the town to solve or at least to minimize child labour and their response is explained here after. As the office is established recently nothing is done to

create awareness other than giving support for some orphan's children's by collaborating philanthropist and the support is not include all of the children's who are in need of support.

In sum, to attain sustainable development strict laws that prevent children's from participating in labour activities should be enacted. Intensive discussion and awareness creation program should be created for the community about the problem that their children's are going through and its associated risks.

4.2. Econometric Analysis

The method of analysis used in this study has been discussed in chapter three. The estimation of labour hour equation has been done by using both OLS and Tobit estimation technique for comparison purpose. However, the second model i.e. determinants of child school achievement has been estimated by using two-limit tobit model. Each of the two models is presented here below.

4.2.1. Determinant of Child Labor Exploitation

As explained in the previous chapter child labour is measured by child labour hour per week and the expected factors that determine child labour hour were sex of the child, age of the child, household size, monthly income of child's parent, educational level of child's mother and father, marital status of the household head, child's biological relationship with the head of the household, child's parent who takes debit, employment status of the household head, age of the household head, sex of the household head and child labourers who work expecting higher price in the future. After having comparison between OLS and Tobit (see annex I) for estimating the determinants of child labour exploitation OLS result is presented here below as long as both of the models have nearly the same output.

4.2.2. Detecting the Violations of Ordinary Least Square Assumptions (Multicollinearity and Heteroskedasticity)

Test for Multicollinearity

As it can be seen in the result presented in annex II A and B, the relationship among different independent variables is below 0.5 which is less than the standard value (below 0.8) with a

variance inflation factor of 2.69 which is less than 10. This gives the researchers a clue that there is no multicollinearity problem if children's total working hour per week is regressed on these independent variables.

Table 20: Test for hetroskedasticity

Breusch-Pagan/Cook-Weisberg test for hetroskedasticity
Ho: Constant variance
Variables: fitted values of total working hour per week
Chi2 (1) = 0.13
Prob>chi2 = 0.7213

Source, Own computations (2017)

In our test of hetroskedasticity using Breusch-Pagan/Cook-weisberg (hetttest) test, p-value (0.7213) is greater than 95% degree of confidence α (0.05). Therefore, as the p-value is very high, we fail to reject the null hypothesis and accept the notion that the variance is homogenous (constant variance). So, the model is free from problem of hetroskedasticity.

Table 21: Test for omitted variable bias

Ramsey RESET test using power of the fitted values of total working hour
Ho: model has no omitted variables
F (3, 173) = 0.50
Prob > F = 0.6839

Source, Own computations (2017)

Testing for omitted variable bias is important for our model since it is related to the assumption that the error term and the independent variables in the model are not correlated. According to result presented above the null hypothesis tells us the model does not have omitted-variables bias, the p-value is 0.6839 higher than the usual threshold of 0.05, so we fail to reject the null and conclude that we do not need more variables. Besides, though it is not a must to worry about testing normal distribution of residuals while having large sample the normality of the error terms/ disturbances is checked and they are normally distributed.

4.2.3. OLS Estimation Result and Discussions

Table 22: Estimation Result of Ordinary Least Square method

Linear regression

Number of obs =196

R-squared = 0.3371

F(19, 176) = 4.71

Adj R-squared =0.2655

Pro >F = 0.0000

Root MSE = 12.78

Dependant variable (Total working hour per week)	Coefficients	Standard error	t	p> t
Dummy for female child	3.990812**	1.993025	2.00	0.047
Age of the child	1.10534*	0.4098644	2.70	0.008
Household size	1.483161*	0.4271158	3.47	0.001
Income	-.0007814**	0.0003899	-2.00	0.047
Mother's education (reference = above secondary school)	-	-	-	-
Illiterate	1.403785	5.942311	0.24	0.814
Primary school completed	-0.1667073	5.752828	-0.03	0.977
Secondary school completed	-0.2851573	6.06059	-0.05	0.963
Father's education (reference = above secondary school)	-	-	-	-
Illiterate	-7.277006**	3.529195	-2.06	0.041
Primary school completed	-8.223797*	3.392914	-2.42	0.016
secondary school completed	-1.471877	3.880505	-0.38	0.705
Marital status of the household head (reference = married)	-	-	-	-
Single household head	3.248912	3.741093	0.87	0.386
Divorced household head	2.893699	2.386803	1.21	0.227
Widowed household head	1.070333	3.941833	0.27	0.786
Dummy for child who is biologically related with the head	-3.106842	2.154626	-1.44	0.151
Dummy for child's parent who have debit	7.825869**	3.801668	2.06	0.041
Dummy for unemployed household head	1.797819	4.271627	0.42	0.674
Age of the household head	0.0443563	0.0881919	0.50	0.616

Dummy for female household head	2.407952	2.212804	1.09	0.278
Dummy for child's who expect higher price in the future	4.278006	3.399594	1.26	0.210
_cons	13.77422	9.193865	1.50	0.136

Source: Own estimations (2017)

() and (**) shows the significant level of the variables at 1% and 5% respectively.*

As displayed in the above table six variables out of thirteen found to be significant to determine child labour hour. Sex of the child and monthly income of child's parent are significant at 5%, while age of the child and household size found to be significant at 1% level of significance. As the coefficient for sex of the child shows female children's are more participant in labour activities than male child do and the finding contradicts with the finding of (Mahendra, 2013). For parents income the coefficient is negative which shows the existence of negative relationship between child labor and parental income. Whenever the income of child's parent increases there is a reduction of child participation in labour activities. There is a negative relationship between parental income and child labour participation (Solomon et al., 2011)

Household size and age of the child affects child labour hour positively and significant at 1%. Child characteristics of age statistically affect the number of hours worked by children's and it has positive sign. It means older children work for more hours than younger children's. Household size found to have positive and significant effect on child labour hour. When household size increases parents are unable to finance all the expenditure for their living so that they push their children's to work at the cost of schooling. Educational level of child's father is significant at 5% and has negative impact on child labour hour. In addition to the variable explained above the variables that child's parent who take debt is significant at 5% and it determines child labour hour positively. This has an indication that parents who take debit sent their children to work more than parents who do not take debit.

The sign of household size and income of the parents of the child observed above coincides with the finding of (Mahendra, 2013). (Kausar, 2010) also found the positive effect of household size on child labour hour per week like the result gained in this study.

The remaining variables like child's biological relationship with the household head, children higher price expectation in the future, sex of the household head, age of the household head,

employment status of the household head, mothers education and marital status of the household head found to be insignificant for determining child labour hour per week. Children higher price expectation in the future have a positive effect on child labour hour though it is not significant and child's who is biologically related with the head of household has a negative impact on child labour hour per week. Although marital status of the household head is not significant at 1%, 5% and 10% the sign for the dummy variable single, divorced and widowed household head is positive and this mean that these variables have a positive impact on child labour hour.

4.2.4. Determinants of Educational Achievement

As described in the third chapter, cumulative result per semester (average test score) is the dependant variable for the second model. The variables included in this model were sex and age of the child, household size, mothers and fathers education, total working hour of the child per week, monthly income of the child's parent and marital and employment status of the household head.

Two-limit Tobit mode has been used for the estimation of the model. However, this model has a limitation, because it does not have test option for detecting hetroskedasticity which is the problem in cross sectional data. If this problem is not detected there should not be constant variance for residuals which result inconsistent estimators so that it has to be corrected before running other tests.

Since, Tobit model does not have robust option in stata for solving the problem of hetroskedasticity we have to follow <http://www.stata.com/support/faqs/stat/tobit.html> website, which was recommended by James Hardin, stata corporations (Jemal, 2011). Likewise, for this analysis the same procedure is applied. This website tells us to use interval regression for solving hetroskedasticity problem of the Tobit model. As it was explained there to run interval regression new dependant variable should be generated from the existing one for getting similar results with the Tobit regression. Using the new generated dependant variable it is simply adding robust option while performing interval regression for solving hetroskdasticity problem. Prior to running interval regression, the model is checked for the existence of data problems mainly multicollinerity and omitted variable bias. After doing this procedure the final output or result of interval regression is presented as follows.

Table 23: Regression result for educational achievement

Interval regression Number of obs = 196
Wald chi2 = 55.35
 Log pseudolikelihood = -805.95288 Prob > chi2 = 0.0000

Dependant variable (cumulative result)	Coefficients	Standard error, (r)	z	p> z
Dummy for female child	-0.760423	2.224069	-0.34	0.732
Age of the child	1.1160527**	0.5207647	2.23	0.026
Household size	-0.0077377	0.4796072	-0.02	0.987
Mother's education (reference = above secondary school)	-	-	-	-
Illiterate	-0.1865272	8.206215	-0.02	0.982
Primary school completed	-1.368748	8.241677	-0.17	0.868
Secondary school completed	-2.222619	8.305177	-0.27	0.789
Total working hour	-.1600849***	0.0980881	-1.63	0.103
Father's education (reference = above secondary school)	-	-	-	-
Illiterate	1.388893	3.597779	0.39	0.699
Primary school completed	8.464138**	3.906315	2.17	0.030
Secondary school completed	4.274637	4.3937744	0.97	0.331
Marital status of the household head (reference = married)	-	-	-	-
Single household head	2.10719	4.126051	0.51	0.610
Divorced household head	-5.116781**	2.632465	-1.94	0.052
Widowed household head	4.554516	5.015121	0.91	0.364
Income	.0011748*	0.0004843	2.43	0.015
Dummy for employed household head	-1.974051	4.261686	-0.46	0.643
_cons	44.27335	11.73071	3.77	0.000
/sigma	15.41375	0.6986314		

Source: Own estimations (2017) *r-* stands for robust

*significant at 1%, **significant at 5% and *** significant at 10%

Observation summary 2 left-censored observations
194 uncensored observations

0 right censored observations

0 interval observations

The results presented above shows five variables are significant out of nine variables which were expected to determine child's educational achievement. The variable twh, age, minc, faedu and mshh significantly affect educational achievement and their interpretations are presented here below.

Child labour hour per week (twh) at it was hypothesized and the tobit estimation shows twh affects cumulative result of children's negatively. Since the sign of the coefficient is negative, when weekly child labor time increase by one hour, cumulative result reduced by a point. There is a negative and significant effect of child labour on educational achievement of children's (Yibeltal et al., 2014). Age of the child (age) shows the positive relationship between age of children and cumulative result. When the age of the child is increases there is a way to improve or to increase his/her test score and it is significant at 5%.

Monthly income of child's parent (minc) is significant at 1% level of significance. As it has been hypothesized in the methodology part parents income level positively affects cumulative result and off course it is natural to expect when the income level of parents increases children's participation in school is higher than their participation in work so that improvement in the academic achievement will take the way and for parents whose income is low the opposite is true. As children's get older those from poor families stay in the labour market, while those from rich families leave from work and give much time for schooling. Higher family income associated with higher demand for education. Parental income has a positive and significant effect on children's test scores (Eduardo et al., 2009). The coefficient is positive which shows the existence of positive relationship between child school achievement and parent income level.

Turning to the educational level of child's parents with in the household, educational level of the child's father (faedu) found to be statistically significant at 5%, but mothers' education is not statistically significant. Fathers' education was highly significant and has a positive impact on children's academic achievement. However, this finding is contradicts with the findings of (Khanam, 2006) who concludes mother education as statistically significant and has a positive impact on children's educational achievement than fathers' education. Household head whose

marital status (mshh) is divorced is significant at 5% and it affects cumulative result of children's negatively.

The other explanatory variables like sex of the child, household size, and educational level of the child's mother and employment status of the household head found to be insignificant to affect cumulative result of child labourers. However, household size has a negative impact on children's cumulative test score though it is not significant and this matches with the findings of (Yibeltal, et al. 2014). According to his finding age of the child and monthly income of parents have a positive impact on children's average test score while children participation in labour activities have a negative impact like the result presented in this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter gives a summary of the study, conclusions, recommendations and areas for further research. These can help in understanding the extent to which child-labour has affected children's participation especially in primary schools.

5.1. Summary

This study is conducted in order to assess factors affecting child labour exploitation and its impact on their educational achievement in Jimma town. Different characteristics of child labourers and households were analyzed. These characteristics were categorized as demographic, socio-economic and institutional factors.

This study used cross sectional data that were collected from 196 sample child labourers and interview is done supervisor of children's right protection office together with the available staff. The data collected from respondents were analyzed by both descriptive statistics and econometric analysis. For econometric analysis OLS and tobit estimation technique has been employed. The result from descriptive statistics shows the most common sectors that child labor is common include street vender, shoe shine, lottery selling, cart driving, shop keeping, household chores, wood work, garage work, café and restaurant and taxi conducting. Child labourers working as a street vendors take the first rank followed by working as household chores.

The reason for children's participation in labour activities is to supplement family income, to help their family in work place, for paying family debit, for developing their skill, because of peer influence, because no one looks after them and expecting higher price in the future. Apart from this, working outside the house, being a source of income for parents, lose parents and teachers follow up, low attitude of parents for education, working inside the house and distance from the school fond to be the main reason for children's low cumulative result.

Econometric analysis revealed that child labour exploitation which is measured by child labour hour found to be significantly affected by age of the child, household size, monthly income of

child's parent, sex of the child, educational level of child's father and parents of the child who takes debit and other variables like sex of the household head, age of the household head, marital status of the household head, educational level of child's mother, higher price expectation in the future, biological relationship of the child with head of the household and employment status of the household found to be insignificant to affect child labour hour.

Tobit regression shows that children's educational achievement is significantly determined by age of the child, monthly income of child's parent, educational level of child's father, marital status of the household head and total working hours of the child per week, while the variables sex of the child, household size, employment status of the household head and educational level of child's mother found to be insignificant to affect cumulative result.

5.2. Conclusions

Childhood is the most attractive stage in human life where child is free from any work load. But, in reality this becomes history and children found in both developed and developing countries prone to injurious (exploitative) work which denied their opportunity of physical and mental growth. It is the responsibility of parents to provide everything their children's need to attend their education, but in cases where they were unable financially, they allowed or even sent their children to work for pay.

Theoretical review reveals that, most of children in developing countries throughout the world are engaged in domestic form of work, within and outside the house. Likewise, in South Western Ethiopia, specifically in our case study Jimma town, children mostly participate in street vender, shoe shine, lottery selling, cart driving, shop keeping, household chores, wood work, garage work, café and restaurant and taxi conducting. Child labourers working as a street vendors take the first rank followed by working as household chores. Our finding reveals that, child labor hour is strongly influenced by sex of the child, age of children, house hold size, monthly income of parents, educational level of the child's father and parents debit.

Cumulative result is significantly determined by age of the child, monthly income of child's parent, educational level of child's father, marital status of the household head and total working hours of the child per week. The first three variables have positive impact on cumulative result of children's while the remaining variables have negative effect. Child labour hour has a negative

impact on cumulative result. The categorical dummy variable religion were used as an explanatory variable for the two models however, it is dropped from the analysis because of multicollinearity.

Since child labour is affecting educational achievement negatively by making children's to have unsatisfactory cumulative result, the most appropriate measure to reduce child labour is poverty eradication, provision of education and heightening campaigns against child-labour. Therefore it was concluded that child-labour negatively affected participation in primary schools in the study area.

5.3. Recommendations

The findings of the study identified major factors affecting child labour exploitation and its impact on their educational achievement in Jimma town. Based on the findings, the following recommendations are forwarded.

- ✓ Parent should be aware of the impact of child labor exploitation on their educational achievement through reducing their ability to perform schooling activities.
- ✓ Parent's income level is one of the determinants of child labor, therefore it is better for the government to give subsidies and credit facility for the poor, and to expand (strengthen) poverty reduction program in order to achieve its goal of achieving quality education for all.
- ✓ In order to facilitate poverty reduction program, child labor exploitation which is the most obstacle for development should be reduced by strengthen the earlier started population growth control program. This is because; household size has a significant positive impact on child labor hour and indirect but negative impact on child school achievement. It is better for the government to strongly put a limit on the number of children birth within a household.
- ✓ Children's are more exposed to child labor with increase in age. So, government should not focus only at a very early age but also, until they fully enjoy their childhood stage.

Largely, the long lasting solution to curb the problem of child labour and promote human capital accumulation is overcoming poverty.

As long as the study is conducted only in Jimma town by taking three kebelles to perform the study to achieve the goal set, it cannot represent the problem of child labour exploitation in other towns of the country, since large socio-cultural diversity and difference among regions and towns will not yield the same findings. Thus, the study should be extended to other areas of the country to support and supplement the findings of the study.

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ANNEXES

Annex I: Tobit regression results for determinants of child labour exploitation

Number of observation = 196

Log Likelihood = -758.46748

LR chi2(19) = 80.14

Prob > chi2 = 0.0000

Pseudo R2 = 0.502

Dependant variable (twh)	Coefficients	Standard error	t	p> t
Df	4.150854**	1.93688	2.14	0.033
Age	1.149601*	.3986616	2.88	0.004
Hhs	1.523798*	.4146052	3.68	0.000
Minc	-.0008023**	.0003781	-2.12	0.035
dME1	.9557034	5.800087	0.16	0.869
dME2	-.5683041	5.618145	-0.10	0.920
dME3	-.9018383	5.911846	-0.15	0.879
dfE1	-7.926683**	3.438231	-2.31	0.022
dfE2	-8733988*	3.308496	-2.64	0.009
dFE3	-1.982419	3.778694	-0.52	0.600
Dsing	3.648469	3.649262	1.00	0.319
Ddiv	2.941078	2.315523	1.27	0.206
Dwid	1.224251	3.822787	0.32	0.749
Dbr	-3.254121	2.092236	-1.56	0.122
Ddeb	7.680391**	3.685522	2.08	0.039

Dsing	1.26
Dunemp	1.26
Dbr	1.24
Dwid	1.24
Age	1.19
Df	1.15
Minc	1.12
Dhpe	1.10
Mean VIF	2.69

Annex II B: Correlation table for variables used in the child labour hour model

	twh	df	age	hhs	minc	dME1	dME2	dME3	dfE1	dfE2	dfE3	dsing	ddiv
twh	1.0000												
df	0.1176	1.0000											
age	0.2562	-0.1213	1.0000										
hhs	0.4036	0.0352	0.1986	1.0000									
minc	-0.2204	0.1080	-0.1248	-0.0806	1.0000								
dME1	0.1085	0.0385	-0.1155	0.1555	-0.0835	1.0000							
dME2	-0.1186	-0.0153	0.0934	-0.2001	0.0752	-0.7176	1.0000						
dME3	0.0210	0.0119	-0.0050	0.0478	-0.0291	-0.3046	-0.3604	1.0000					
dfE1	0.0345	0.1393	-0.1088	0.1382	-0.0448	0.2981	-0.1740	-0.1031	1.0000				
dfE2	-0.1889	-0.0340	0.0009	-0.0592	0.0645	-0.1192	0.0397	0.0852	-0.5556	1.0000			
dfE3	0.0390	-0.0891	-0.0104	-0.1383	0.0441	-0.0883	0.1585	-0.0645	-0.3475	-0.3475	1.0000		
dsing	-0.0044	-0.0959	0.0133	-0.0385	-0.0503	-0.0400	0.0244	0.0482	-0.0278	0.0111	-0.0417	1.0000	
ddiv	0.1539	0.1016	-0.0970	0.1349	-0.0938	0.2134	-0.1455	-0.0639	0.2904	-0.1716	-0.1363	-0.1980	1.0000
dwid	-0.0780	0.0115	-0.0683	-0.1395	-0.0281	-0.0117	0.0227	0.0083	-0.0413	0.0413	0.0776	-0.0827	-0.1842
dbr	-0.1183	-0.2869	0.0711	-0.0926	0.0201	-0.0909	0.0500	-0.0078	-0.1899	0.0354	0.2195	-0.0241	-0.1358
ddeb	0.2900	0.0178	0.0979	0.2586	-0.1363	0.1522	-0.1625	0.0482	0.1278	-0.1444	0.0070	-0.0208	0.2063
dunemp	0.0692	-0.0389	-0.1180	-0.0744	-0.1635	0.1084	-0.1072	0.0256	0.0761	-0.1015	-0.0635	-0.0761	0.1074
agehh	0.2754	0.0842	0.0510	0.4962	-0.0496	0.2282	-0.1852	-0.0040	0.0843	-0.0167	-0.1078	-0.1582	0.2286
dmhh	0.0674	-0.0766	0.0567	0.1156	0.0153	-0.1564	0.0384	0.1150	-0.2184	0.0810	0.1042	-0.2146	-0.2391
dhpe	0.1036	0.0023	0.0170	0.0883	-0.1101	0.0965	-0.1385	0.0398	0.0351	0.0351	-0.0490	-0.0919	0.0706
		dwid	dbr	ddeb	dunemp	agehh	dmhh	dhpe					
dwid	1.0000												
dbr	-0.0120	1.0000											
ddeb	-0.0103	0.0547	1.0000										
dunemp	0.0944	0.0018	0.2348	1.0000									
agehh	-0.0750	-0.0516	0.2879	0.1921	1.0000								
dmhh	-0.2245	0.2392	0.0099	-0.0663	0.0825	1.0000							
dhpe	-0.0855	-0.0106	-0.0919	0.0725	0.0926	-0.0102	1.0000						

Annex III: Summery statistics of variables:

Variable	Obs	Mean	Std. Dev.	Min	Max
Twh	196	36.46939	14.9115	5	72
Age	196	13.45408	2.431193	6	17
Sex	196	1.591837	0.4927523	1	2
Ars	196	2.69898	0.4598762	2	3
grade	196	5.897959	2.186156	1	10

sexhhd	196	2.454082	0.499162	2	3
Hhs	196	6.285714	2.704223	1	14
maedu	196	1.816327	0.7758792	1	4
faedu	196	2.035714	0.9838438	1	4
agehh	196	49.25	13.10759	25	85
brchhh	196	2.336735	0.4738035	2	3
mshh	196	2.367347	0.7357223	1	4
relighh	196	2.035714	0.9135729	1	4
Minc	196	1958.673	2486.67	100	15000
mexp	196	1124.949	614.5547	300	5600
childminc	196	407.6837	346.7427	0	2000
Cmr	196	56.4301	16.86596	30	99
wdpw	196	6.234694	0.8805711	3	7
Eshh	196	4.061224	0.2403556	4	5
Debit	196	2.918367	0.2745054	2	3
Hpe	196	6.913265	0.2821666	6	7

Where

Obs. = observation

Std.div = standard deviation

Min = minimum

Max = maximum

Annex IV: Test for multicollinerity for the variables used in the cumulative result model

VIF (variance inflation factor)

Variable	VIF	1/VIF
dME2	9.47	0.105624
dME1	9.46	0.10575
dME3	4.92	0.203378
dfE1	3.43	0.291515
dfE2	3.23	0.309896
dfE3	2.55	0.392712
Twh	1.44	0.693371
Hhs	1.33	0.754143

Ddiv	1.26	0.790651
Age	1.21	0.825581
Demp	1.13	0.88314
Minc	1.13	0.884975
Df	1.11	0.902847
Dsing	1.1	0.91018
Dwid	1.1	0.911357
Mean		
VIF	2.92	

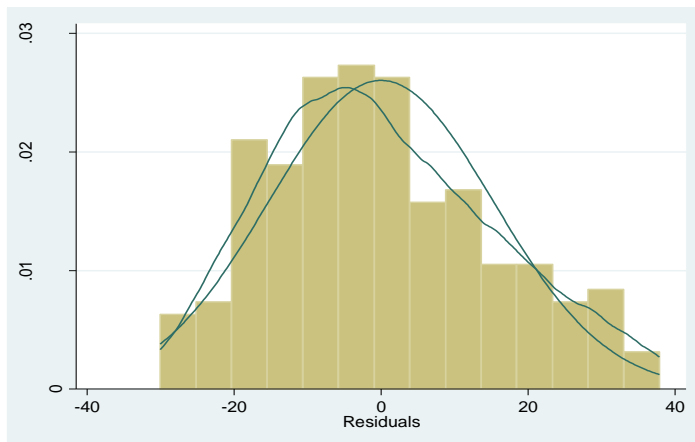
Annex V: Test for omitted variable bias for the second model (cumulative result model)

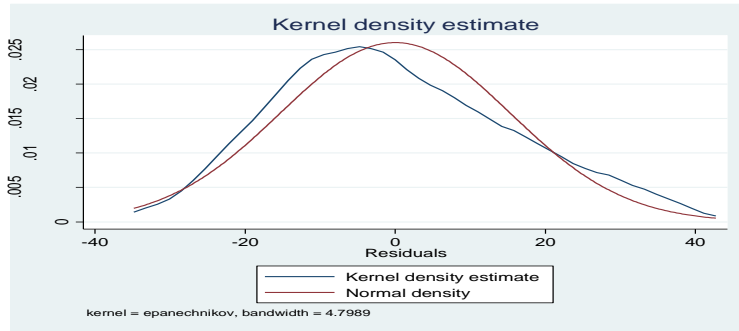
Ramsey RESET test using powers of the fitted values of cumulative result	
Ho: model has no omitted variables	
$F(3, 177) = 1.27$	
Prob > F = 0.2862	

Annex VI: Normality test

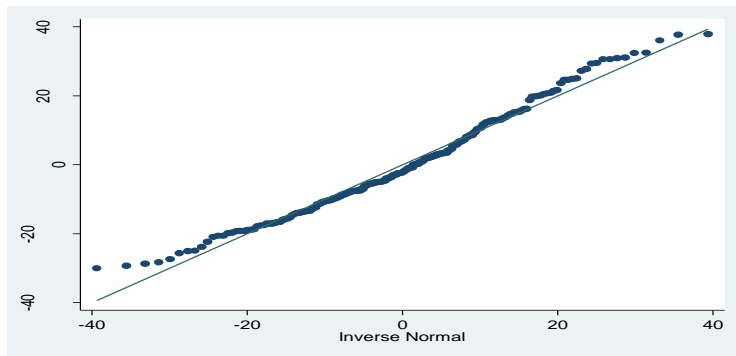
Normality test for the cumulative result model

Histogram e, kdensity normal

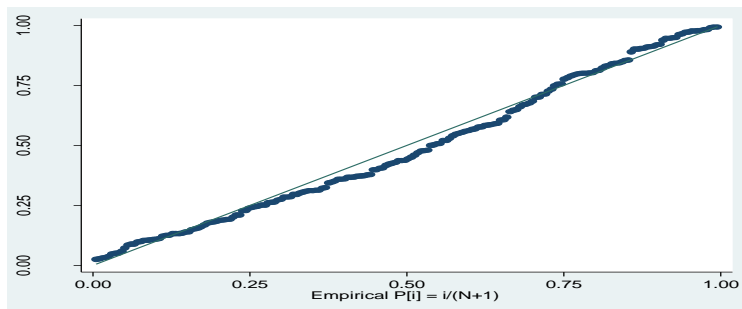




qnorm e

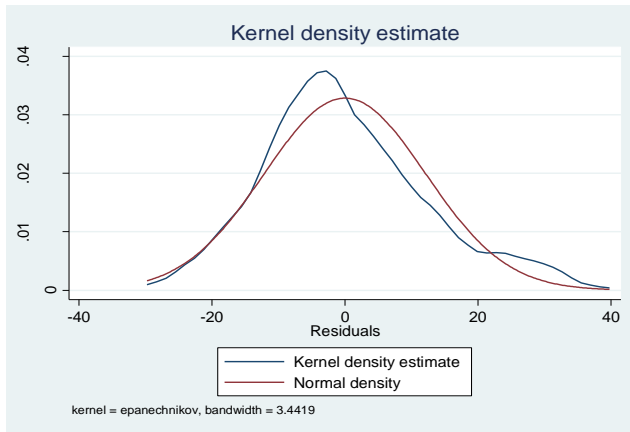
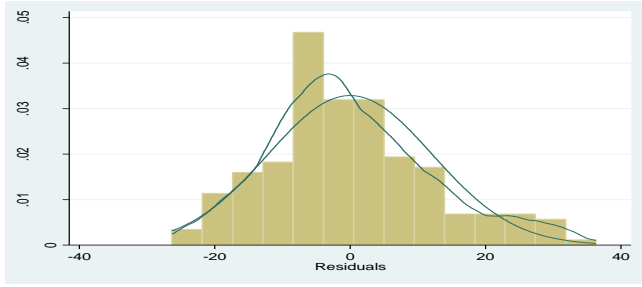


Pnorm e

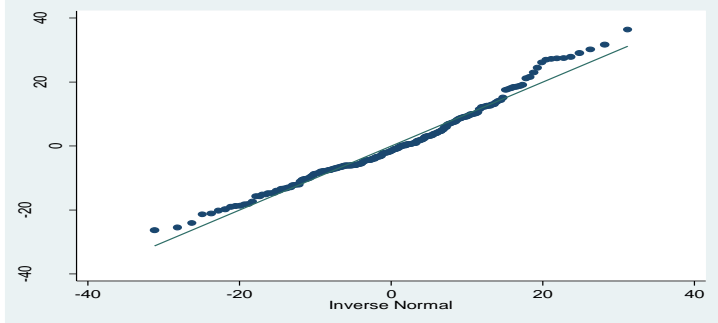


Normality test for the child labour model

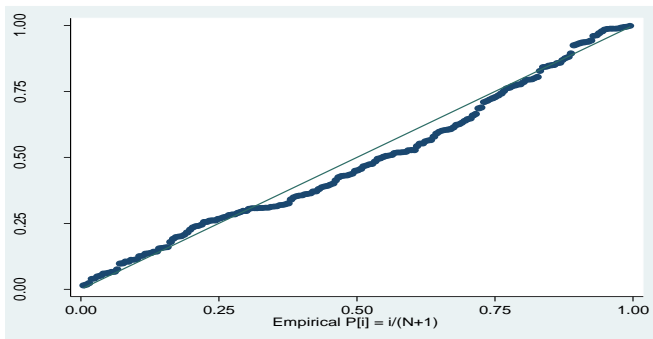
histogram e, kdensity normal



qnorm e



pnorm e



Annex VII: Questionnaire

JIMMA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF ECONOMICS
MSc. IN ECONOMIC POLICY ANALYSIS

Questionnaires responded by child labourers in Jimma town

SECTION 1: INTRODUCTION

Dear respondent,

I am a graduate student in the department of Economics, Jimma University. Currently, I am undertaking a research entitled *'Determinants of Child Labour Exploitation and its Impact on Their Educational Achievement in South Western Ethiopia, Case study of Jimma town'*. You are one of the respondents selected to participate on this study. Please assist me in giving correct and complete information to present a representative finding on Determinants of Child Labour Exploitation and its Impact on Their Educational Achievement in your town. Your participation is entirely voluntary and the questionnaire is completely anonymous.

Finally, I confirm you that the information that you share me will be kept confidential and only used for the academic purpose. No individual's responses will be identified as such and the identity of persons responding will not be published or released to anyone. All information will be used for academic purposes only.

Thank you in advance for your cooperation and dedicating your time!

Terefe Admaw

Instructions

- ✓ No need of writing your name.
- ✓ Make a circle for a question with alternatives and fill the blank space after reading the questions carefully.

SECTION 2: GENERAL INFORMATION

Date _____

Kebelle of the respondent _____

i. Background Information of The Child

1. Age of the child _____
2. Sex of the child _____ 0.female 1. Male
3. Place of birth _____ 1. Jimma 2. Out of Jimma
4. The type of work that you participate
 - a. Wood work
 - b. Garage /maintaining broken spare parts
 - c. Taxi conducting
 - d. Shoe shine
 - e. Cafe or restaurant
 - f. Household chores
 - g. Street venders
 - h. Shop keeper
 - i. Lottery selling
 - j. Cart driving
 - k. Other (specify) _____
5. Your current grade level _____
6. Are you working because of expecting higher price in the future? a) Yes b) No

ii. Back Ground Information of The Family

7. Are your parents alive? a) Yes b) No
8. If your answer for question no. 6 is yes, what is the sex of the head of the household?
 - a) Male b) Female
9. What is your household size _____? Male _____. Female _____
10. What is the educational level of your mother? _____

1. Illiterate 2. Completes primary education 3. Completes secondary education 4. Above secondary education

11. What is the educational level of your father? _____

1. Illiterate 2. Completes primary education 3. Completes secondary education 4. Above secondary education

12. What is the Age of the household head in years? _____

13. Are you the son or the daughter of the household head? a) Yes b) No

14. Marital status of the household head _____

1. Single 2. Married 3. Divorced 4. Widowed

15. Religion of the household head _____ 1. Muslim 2. Orthodox 3. Protestant 4. Others

16. Are you working for paying family debit? b) Yes b) No

17. Is the household head is employed? a) Yes b) No

18. If your response for question number 17 is yes what is the employment status of the household head

1. Self employed 4. Private organization employee

2. Government employee 5. Others (specify) _____

3. Pensioner

19. What is the monthly income of your parents? _____

20. What is the monthly expenditure of your parents? _____

iii. Children's Working Conditions

21. Are you working for wage? a) Yes b) No

22. If your answer for question no.21 is yes, how much is your weekly income? _____

23. If your answer for question no. 21 is yes, do you contribute to the family/HH income?
a) Yes b) No

24. If your answer for question no. 23 is yes, how much do you give to them on average weekly?

25. How long do you do per week (for how many hours you are engaged in work per week)?

26. How many days do you work per week? _____

27. Do you work more than 8 hours per day? a) Yes b) No

28. If your response for question no.27 is yes, are you paid over payment (par time payment)?
a) Yes b) No

29. Why do you work?

- a) For supplementing family income e) Peers influence
- b) For developing my skill f) To help family in the work place
- c) Because no one look after me g) Because of expecting higher price in the future
- d) For paying family debit h) Others (specify)_____

30. Which do you prefer? A. work b. school

31. Do you think your current job has any contribution to your future carrier? a) Yes b) No

32. If your response for question no.31 is yes, how it will be?_____

33. Have you injured because of work? a) Yes b) No

34. If your response for question no. 33 is yes, explain briefly to what extent or how you are harmed because of participating in work._____

iv. Educational Status of The Children's

35. What is your interest for education? a) High b) Medium c) Low

36. Does your work clash with your class schedules? a) Yes b) No.

37. If your response for question no.34 is yes, on average how many days within a week you absent from the school? _____ a) One day b) Two days c) Three days

38. On average how long do you read and do home work per week?

a) 1-5 hours b) 6-10 hours c) 11-15 hours d)16- 20 hours e) 21-25 hours f) more than 26 hours

39. On average how long do you recreate per week? a) No recreation time

b) 1-5 hours c) 6-10 hours d) 11-15 hours e)16- 20 hours f) 21-25 hours g) more than 26 hours

40. What is your total score (cumulative result) in the first semester of 2009 E, C.? _____

(What is the number of subject thought in the first semester _____?)

41. If your score is low and less than half, what is the reason behind that?

a) Low attitude of parents for education

b) Lose parents follow up

c) Being a source of income for parents

d) Lose teachers follow up

e) Working with in the house

f) Because distance from the school is far

g) Working outside the house

h) Others (specify) _____

V. Interview Check List for Children's Right Protection and Labour and Social Affairs Office

1. Have your organization ever made a survey to identify the push and pull factors of child labour? What is its extent? Is that increasing or decreasing?
2. If so when and what are they and which one is more prevalence?
3. Is there anything that has already been done to reduce the push and pull factors that force children to engage in hazardous child labour? If yes what?
4. If your answer in question number 3 is yes was it effective? If yes describe the positive effect and negative effects.
5. How do education and child labour link?
6. As you know it is impossible to achieve the sustainable development goal, as it stands to increase universal primary education, regardless of child labour, so what do you think is the possible remedy to reduce the effect of child labour on education? It might be in relation to child labour and education policy or else.
7. Is there anything that has been done so far to create awareness among the public and concerned bodies about
 - The harms, especially in relation to education and human capital formation and then the overall development of the country,
 - And the child labour conventions that Ethiopia has already ratified.