

**CHILD LABOUR AND FEMALE EDUCATION RIGHTS IN WABERI DISTRICT,
SOMALIA.**

BY

BADRIA NUR MOHAMED

2022-08-11131

**A RESEARCH DISSERTATION PRESENTED TO THE COLLEGE
OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF A MASTERS DEGREE IN
HUMAN RIGHTS AND DEVELOPMENT
OF KAMPALA INTERNATIONAL
UNIVERSITY, (UGANDA)**

MAY, 2024

DECLARATION

I Badria Nur Mohamed, declare that this research dissertation on “Child labour and female education rights in Waberi District, Somalia.” is my original work and to the best of my knowledge, has not been submitted for any award at any academic institution.

SIGNATURE:



DATE: 26.05.2021

BADRIA NUR MOHAMED

REG NO. 2022-08-11131

CANDIDATE

APPROVAL

This is to confirm that this research proposal on “Child labour and female education rights in Waberi District, Somalia” is under my supervision and is now ready for submission to the Faculty of Humanities and Social Sciences of Kampala International University.

SIGNATURE: 

DATE: *6th May 2024*

DR. GEORGE OLOWO

SUPERVISOR

DEDICATION

First of all, I would like to dedicate this piece of work to the Almighty Allah who has enabled me to carry out this research successfully, and to my beloved parents without forgetting my dear siblings. May the Almighty Allah bless you all.

ACKNOWLEDGEMENTS

Firstly, am greatly indebted to my supervisor, Dr. George Olowo who has tirelessly read through this research report to guide and correct me. I appreciate your effort. I cannot fail to acknowledge my lecturers in the College of Humanities and Social Sciences for the knowledge that they passed on to me, without you this would not have been an easy task.

I would like to convey my sincere thanks to the management of humanitarian organizations the respondents who participated in the interviews and those who helped in filling the questionnaires. Thank you so much, your contribution enabled me to write this research report.

My sincere thanks go to my lecturers who have transformed me into a better and knowledgeable person through the two years of academic struggle at Kampala International University.

May Allah Bless you all.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xi
LIST OF ACRONYMS	xii
ABSTRACT.....	xiii
CHAPTER ONE	1
INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background of the Study.....	1
1.1.1 Historical Perspective	1
1.1.2 Theoretical perspectives	3
1.1.3 Conceptual Perspectives	4
1.1.4 Contextual Perspective	7
1.2 Statement of the Problem	9
1.3 Purpose of the study	10
1.4 Specific Objectives of the Study	11
1.5 Research Questions	11
1.6 Hypothesis of the study	11
1.7 Scope of Study	12
1.7.1 Geographical Scope	12

1.7.2 Content Scope.....	12
1.7.3 Time Scope.....	12
1.8 Significance of Study	12
1.9 Operational Definitions of Key Terms.....	13
CHAPTER TWO	15
LITERATURE REVIEW	15
2.0 Introduction.....	15
2.1 Theoretical Review	15
2.1.1 Structural Strains Theory.....	15
2.1.2 Idealistic Theory of Rights	16
2.2 Conceptual Framework	18
2.3. Review of related literature	19
2.3.1. The effect of Child labor on education enrolment of female students in Waberi-Somalia.....	19
2.3.2. The effect of Child labor on Education Retention of female students Waberi-Somalia	21
2.3.2 The effect of Child labor on Educational performance of female Students in Waberi-Somalia	25
2.4 Empirical Studies	28
2.5 Gaps in the Literature.....	35
CHAPTER THREE	37
METHODOLOGY	37
3.0 Introduction.....	37
3.1 Research Design.....	37

3.2 Target population	37
3.3 Sample Size	38
3.4. Sampling Procedure	39
3.5. Data collection methods	40
3.5.1. Questionnaire survey method	40
3.5.2. Interview method	40
3.5 Research Instruments	41
3.5.1 Self-administered Questionnaire	41
3.5.2 Interview Guide	41
3.6 Validity and reliability of the instrument	42
3.6.1 Validity	42
3.6.1 Reliability	42
3.7 Data Analysis	43
3.8 Ethical Considerations.....	43
3.9 Limitations of Study.....	44
CHAPTER FOUR.....	45
DATA PRESENTATION, ANALYSIS AND DISCUSSION	45
4.0 Introduction	45
4.1 Response Rate	45
4.2 Demographic Characteristics	46
4.2.1 Gender	46
4.2.2 Age Bracket	46
4.2.3 Marital Status of Respondents.....	47
4.2.4 Education Level	48

4.2.5 Number of people living in household	49
4.2.5 Occupation of Respondents	49
4.3. Findings on the effect of Child labor on education enrolment of female Students.....	51
4.4 Findings on the effect of Child labor on Education retention of female Students Waberi-Somalia.....	55
4.5 Findings on the effect of Child labor on the educational performance of female students in Waberi-Somalia.....	60
4.6 Objective One; The Effect of Child labour on Education enrolment of female students in Waberi district, Somalia.....	65
4.7 Objective two: Effect of Child Labor on Education Retention of Female Students in Waberi District, Somalia.....	67
4.8 Objective three: Effect of Child labor on the educational performance of female students in Waberi district, Somalia.....	69
CHAPTER FIVE	71
DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	71
5.0 Introduction	71
5.1 Discussion of Findings	71
5.1.1 The effect of Child labor on education enrolment of female students.	71
5.1.2 The effect of Child labor on Education Retention of female Students Waberi-Somalia.	74
5.1.3 The Effect of Child labor on the educational performance of female students in Waberi-Somalia.....	76
5.2 Conclusions	79
5.3 Recommendations	80
5.3.1 The effect of Child labor on education enrolment of female students.	80

5.3.2 The effect of Child labor on Education Retention of female Students Waberi-Somalia.	81
5.3.3 The effect of Child labor on the educational performance of female students in Waberi-Somalia	82
5.4 Contribution to Knowledge	84
5.5 Suggested areas for future study	84
REFERENCES	85
APPENDICES	90
Appendix I: Questionnaire	90
Appendix II: Interview Guide	94
Appendix III: Time Frame	95
Appendix IV: Research Budget	96
Appendix V: Map of Waberi District	97

LIST OF TABLES

Table 3.1: The selected sample size for Quantitative	39
Table 4.1: Response Rate.....	45
Table 4.2: Showing sex of respondents	46
Table 4.3: Showing age bracket.....	47
Table 4.4: Responses on Marital Status.....	47
Table 4.5: Responses on Education Level	48
Table 4.6: People living in household.....	49
Table 4.7: Showing Main Occupation	49
Table 4.8: Responses about the Effect of Child labor on Education Enrolment of Female Students.....	51
Table 4.9: Response on whether the effects of Child labor on Education retention of female students Waberi-Somalia.	55
Table 4.10: Response to the Effect of Child labor on the educational performance of female students in Waberi-Somalia	60
Table 4.11: Effect of Child labor on Education enrolment of female students	65

LIST OF ACRONYMS

CRC	Convention on the Rights of the Child
CVI	Content Validity Index
DRC	Democratic Republic of Congo
EFA	Education For All
ILO	International Labor Organization
IPEC	International Programs for the Elimination of Child Labour
LEP	Leaders in Education Programme
NGO	Non-Governmental Organization
OECD	Organization for Economic Cooperation and Development
PDR	Performance Development Review
PGC	Principle of Generic Consistency
SSA	Sub-Saharan Africa
SSPSS	Statistical Package for Social Sciences
UK	United Kingdom
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHS	Uganda National Household Survey
UNICEF	United Nations International Children's Emergency Fund
MECHE	Ministry of Education, Culture and Higher Education
USA	United States of America
USAID	United States Agency for International Development

ABSTRACT

The study aimed at examining the effects of child labor on the education rights of female primary students in Waberi-Somalia, based on the Structural Strains theory. The specific objectives were to establish the effect of child labor on education enrolment of female students in primary schools in Waberi District, Somalia, to assess the effect of child labor on education retention of female students in primary schools in Waberi District, Somalia, and to examine the effect of child labor on the educational performance of female students in primary schools in Waberi District, Somalia. The study was based on both Structural Strains theory and Idealistic Theory of Rights. A sample size of 232 households was selected out of a target population of 550 using Slovene's formula. The instruments used for data collection were questionnaires and interviews. The study found that the effect of child labor on the education enrollment of female students was significant (mean = 2.96). Addressing child labor and promoting girls' access to quality education were identified as crucial areas for intervention. The findings also revealed a substantial impact of child labor on education retention (mean = 2.87). Recommendations included addressing child labor, providing financial incentives, creating safe learning environments, and challenging gender norms. The study indicated a noteworthy effect of child labor on the educational performance of female students (mean = 2.87). Mitigating this impact requires addressing child labor practices, providing academic support, and creating an environment conducive to balancing responsibilities. The study concluded that child labor negatively affects pupils' performance, attendance, and access to scholastic materials. Child labor primarily targets poverty-affected and vulnerable children. The existing laws on child protection need reinforcement, and efforts should focus on eliminating child labor to ensure a promising next generation and align with Sustainable Development Goals. From the findings and conclusions made the student recommended that the Ministry of Gender, Labour, and Social Development should lead coordination efforts, enact stringent laws against child labor, and ensure effective enforcement. More so the National Committee on Child Labor should guide, sensitize, and support programs against child labor, integrating concerns into policy reviews, plans, budgets, and activities. Furthermore, the Child Labor Unit should coordinate the implementation of anti-child labor program activities at the focal point. The study highlights the urgency of addressing child labor to improve educational outcomes and underscores the importance of collaboration between government agencies, committees, and local communities in tackling this pervasive issue in Waberi, Somalia. The recommendations aim to pave the way for a more promising future and align with broader development goals.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focused on the background of the study, statement of the problem, research objectives and questions, scope of the study, and the significance of the study and operational definition of key terms.

1.1 Background of the Study

1.1.1 Historical perspective

Child labor is a worldwide problem stemming mainly from socio-economic. Even though the international labor conventions and different nations' legislations protect children from economic exploitation, the practice continues to prevail and become a structural part of many economies in both the formal and informal sectors throughout the world, especially in developing countries (Assefa, 2020).

According to the 2017 Global Estimates of Child Labor, there are 152 million children worldwide who are involved in child labor, and 73 million of them work in jobs that directly put their health, safety, and moral development at risk (Assefa and Myers, 2021). Also according to the report, 90 percent of all children in child labor are in Africa and the Asia-Pacific region. In Africa, 20 percent of the continent's children are employed, while in the Asia-Pacific region, 7 percent are in child labor. Africa is said to have the highest amount of child labor, and around 59 million children between the ages of 5 and 17 are said to perform hazardous work (Bequele and Boyden, 2021).

Although the campaign of Education for All (EFA) has been promoted since 1990 to ensure educational opportunity for all children, studies show that globally there are 58 million children who are still not enrolled in school, especially in developing and least-developed countries (Assefa & Myers, 2015). Child labor and poverty are believed to be the main factors, as evident in South and West Asia and Sub-Saharan Africa. Both child labor and out-of-school children are

widely considered to be significant global issues. Poor households need children to work, which prevents them from attending school and eventually leads to their dropping out. Even in developed countries such as Portugal, societies still struggle with the issue of child labor. Bamber, and Tett, (2018) found that child labor not only hinders an individual's educational success but that it also presents a barrier to achieving universal education and this affects the country as a whole. Dropping out of school drastically lowers a student's ability to pursue a higher education.

In Africa, both dropping out of school as well as child labor are common problems. Basu & Van (2018) found that dropping out was more common among those children who worked long hours compared to children who did not work or worked just a few hours. In addition, Becker (2018) investigated the household effect and contextual characteristics of education rights in 30 developing countries in Africa. Results showed that dropping out of school depended on a family's socioeconomic resources such as parental education, the father's occupation, and the presence of children in the family to help generate income and family wealth. In DRC, children tend to drop out between primary and secondary school (Becker, and Lewis, 2019). In Africa, 20 percent of the continent's children are in child labor, while in Asia and the Pacific region, 7 percent are in child labor. Africa is said to have the largest number of child labor, and some 59 million children between the ages of 5 and 17 are said to be involved in hazardous work (Behrman, and Taubman, 2018). Nigeria (Africa's largest economy) is described as the country with the most education rights/out-of-school children in Africa, with 16.9% due to family financial constraints and a high rate of child labor. To help their family survive, students' education rights have to participate in the labor force, which thereafter creates a trade-off between children attending school and child labor. For children who manage to combine work and education, performance at school often suffers.

In Somalia, child labor often substitutes for children going to school, but the school dropout rate is also influenced by government funding (or lack thereof) for education. Education is not fully supported by government funding, which disadvantages poor people (Bequele & Boyden, 2016). Somalia is currently one of the countries described in the Free the Children quotation that attempts to enforce child labor laws for children less than fourteen years of age (Betcherman,

2017). In 1979, the Somali Government formed a committee in the hopes of suggesting measures to end child labor. While the parents have put forward several goals towards the end of child labor, it is recognizably a difficult endeavor. The Somali Government Website, states that “poverty is the root cause of child labor [and] the action plan emphasizes the need to cover these children and their families” (Bhalotra, 2017).

In Waberi today, some very many children are engaged in child labor as a result of school dropouts who want to make money when they are still young. Some of the children are engaged in child labor which is hazardous work in Waberi. Hazardous work is a subcategory of child Labour (Bhalotra, and Heady, 2016). It is an activity /work by children that by its nature or conditions, leads to adverse effects on the health of a child. On the other hand, the solution to students in Waberi dropping out is to offer free education, school transportation services, free lunches, and financial support for children by providing scholarships. Consequently, not only is the income of a school dropout lower but there is a decrease in the nation’s stock of human capital, which consequently affects economic growth in the long run (Bhargava, 2018).

1.1.2 Theoretical perspectives

The study was based on the Structural Strains theory. The ideas underlying strain theory were first advanced in the 1930s by American sociologist Robert K. Merton, whose work on the subject became especially influential in the 1950s. This theory focuses on demographic factors such as gender, race and ethnicity, and family socioeconomic status (Bhargava, 2018). According to Bickel, and Papagiannis, (2018), the more likely to drop out of school are boys than girls who possibly come from families with low socioeconomic status. Boys often drop out more often from school, because boys tend to have a lower commitment to the school and a lower motivation to study. They also tend to have a worse relationship with their parents and have a higher risk of drug abuse (Binder, and Scrogin, 2019). When it comes to ethnicity, the theory argues that minorities tend to drop out of school more often. However, these dropout reasons can be eliminated when socio-economic factors are controlled through practices and policies.

This theory focuses on the relationship between demographic factors, such as socioeconomic status, gender and ethnicity, and dropout. Boys are much more likely to drop out than girls and education rights are most likely from a family with a low socioeconomic status (Cameron, and Trivedi, 2018). There has been contention over the influence of ethnicity on dropout rates. However, it does have some influence. Low socioeconomic status is a significant predictor of dropout beyond poor academic achievement. Ethnicity and gender had no significance beyond their influence on academic achievement.

The study is also guided by the **Idealistic Theory of Rights** which is also known as the Personality Theory. According to this theory, rights are the external conditions essential to man's internal and real development. Krause describes the system of rights as "the organic whole of the outward conditions necessary to the rational life." Similarly, Henrici defines a right as "that which is necessary to the maintenance of material conditions essential to the existence and perfection of human personality." In brief, the idealistic Theory emphasizes the creation of those conditions that help man to reach the fullest stature of his personality. Perfection of human personality is the end to which all rights are directed and subordinated. In other words, the right to personality is man's fundamental right, and all other rights are derived from it. For example, the right to life, the right to liberty, the property right, and all other similarly important rights are to be judged by their contribution towards the development of human personality. Thus if a person in Waberi abuses any of these rights and retard my self-development, society is within its competence to deprive me of that right. The first is that rights arise in society. As they arise in society they are inherent like man, and the inherent nature of man is to his good.

1.1.3 Conceptual Perspectives

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

responsibility, denying access to education, undermining dignity and self-esteem, and detrimental to full social, and psychological development (Boyden, 1998).

Many types of work are done by children including agricultural work, domestic service, home-based work, work in factories and shops, street selling, mining and quarrying, construction, the pornography industry, and a wide range of other activities (UNICEF, 2016). However not all work is harmful to children; it is considered tolerable only when it's not hazardous to children's mental, physical, social, or moral development and does not interfere with their schooling (ILO, *Child Labour: A Textbook for University Students*, 2014).

The notion of "child labor" refers to children who are working as opposed to ILO's principles which are enclosed in conventions 138 and 182. According to ILO's convention, all children below the age of 12, who participate in any economic activities, children between the ages of 12 to 14, who are involved in hazardous work, and children from 15 to 17, who are engaged in economic activities above 14 hours per a weak area in the worst forms of child labor (ILO/IPEC, 2022). In addition to this, the worst forms of child labor include children who are below the age of 18 who are involved in forms of slavery and forced labor, including forced recruitment for use in armed conflicts, commercial sexual exploitation (prostitution or pornography), illicit activities (particularly the production or trafficking of drugs) and hazardous work that jeopardizes their lives, health or morals. The idea of child labor does not oppose children's working at all. Child work is children's involvement in a variety of jobs or an economic activity that does not influence their education, their health, and their holistic growth is often seen as positive. Thus, the central issue in child labor is mainly the type of work that the children are doing.

Children's right is defined as an agreement or contract established between the persons who hold a right (often referred to as the "rights-holders") and the persons or institutions which then have obligations and responsibilities about the realization of that right (often referred to as the "duty-bearers".) (McIntosh, 2020). Child rights are specialized human rights that apply to all human beings below the age of 18. The idea, through this definition and all the texts concerning child welfare, is that the child is a human being with rights and dignity. The Convention on the Rights of the Child is part of the legally binding international instruments for the guarantee and

protection of Human Rights. Adopted in 1989, the Convention's objective is to protect the rights of all children in the world (Morris, 2015).

The right to education has been recognized as a human right in several international conventions, including the International Covenant on Economic, Social and Cultural Rights which recognizes a right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all with the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education. In 2021, 171 states were parties to the Covenant (United Nations Treaty Collections, 2021). In 2019, an estimated 260 million children worldwide did not have access to school education, and social inequality was a major cause (Stauffer, 2020). The Human Rights Measurement Initiative measures the right to education for countries around the world, based on their level of income.

Education Rights of female students have been recognized as a human right in several international conventions, including the International Covenant on Economic, Social and Cultural Rights which recognizes a right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all, on particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education. Today, almost 70 million children across the world are prevented from going to school each day (UNICEF, 2016). As of 2015, 164 states were parties to the Covenant (Rashid, 2018). The right to education is reflected in international law in Article 26 of the Universal Declaration of Human Rights and Articles 13 and 14 of the International Covenant on Economic, Social, and Cultural Rights (Landell-Mills, 2018).

Article 26 states: "Everyone has the right to education including children. Education shall be free, at least in the elementary and fundamental stages. Child Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit. Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms (Becker, 2018). It shall promote understanding, tolerance, and friendship

among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children (Beiter, Klaus Dieter, 2015).

The right to education has been reaffirmed in the 1960 UNESCO Convention against Discrimination in Education, the 1981 Convention on the Elimination of All Forms of Discrimination Against Women, (UNESCO/UNICEF, 2017) the 2016 Convention on the Rights of Persons with Disabilities, and the African Charter on Human and Peoples' Rights (African Charter on Human and Peoples' Rights, 2016). The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education at the school and college levels. In addition to these access to education provisions, the right to education encompasses the obligations of the students to avoid discrimination at all levels of the educational system, to set minimum standards of education, and to improve the quality of education (O'Neal, 2018).

1.1.4 Contextual perspective

In Waberi, hundreds of millions of school boys and girls are engaged in work that deprives them of adequate education. In Waberi, many children are sent to work by their families who cannot afford to support themselves after famine, drought, and war have ravished their rural communities hence dropping out of school (Edmonds, 2018). Half of all children between ages 5 and 14 from Waberi are employed. Many of these tasks include agricultural and household jobs, such as farming and cleaning therefore they opt to drop out of school. In addition, children are often trafficked, especially young girls who are very likely to drop out of school at the legal age of 14 in Waberi (Edmonds, 2019). Children in refugee camps are often kidnapped and taken to Kenya or Saudi Arabia where they are used for labor, sexual exploitation or to beg on the streets.

Several factors are responsible for the high incidence of child labor in Somalia, many attributing this to poverty and poverty-related factors. Households that do not have enough resources to sustain the family have no choice but to make their children engage in various activities to make ends meet. In such cases, not having the children work puts the very existence of the family at risk. Limited access to (quality) schooling is also among the factors identified as encouraging

child labor. In areas where there is little or no access to (quality) schooling, parents may consider child work as an opportunity to help their children develop a future “career”. Thus favor of this line of argument calls for the expansion of primary schooling as a deterrent to child labor, for example, according to a report by the ILO, “education is pivotal to eliminating and preventing child labor...” (ILO, Maritime Labour Convention, 2016). Of course, school expansion may not lead to a significant reduction in work participation. Imperfection in the labor and capital market, family expectations, and culture are other factors responsible for the high incidence of child labor worldwide.

According to ILO child labour is a pervasive problem in Somalia. A national child labor survey conducted in 2021 with ILO assistance indicated that 52 percent of children aged 5-17 years were economically active. Overall, 85 percent of children aged 5-17 years were involved in economic or housekeeping activities that prevented or impeded school attendance or performance. The need for labor assistance for children and the desire to supplement household income are the most important reasons that drive children to work.

Article One of the United Nations Convention on the Rights of the Child (UNCRC) defines children as ‘every human being below the age of eighteen unless under the law applicable to the child, majority is attained earlier’ (UNCRC, Article 1). Much has been said about the arbitrary nature of any age-related definition of children (Archard, 2014,). Given the gradual and variable nature of human development, any fixed age was opened to the challenge that some individuals are physically and cognitively adult long before they are recognized so by the state. Extremely high rates of poverty in communities across Waberi City make it difficult for parents to afford school fees. In many areas, parents are required to pay for their children’s education, and poverty remains the main reason they do not send their children to school. Somaliland declared free primary public education in 2021 but has had great difficulty in retaining teachers at the salaries the parents can afford to pay (Stoker, 2018).

With parents and communities no longer paying for public primary education, schools have almost no funds to cover their running costs. Girls’ participation in education is consistently lower than that of boys. Fewer than 50 percent of girls attend primary school, and the last countrywide survey from 2016 showed that only 25 percent of women aged 15 to 24 were

literate. The low availability of sanitation facilities (especially separate latrines for girls), a lack of female teachers (less than 20 percent of primary school teachers in Somalia are women), safety concerns, and social norms that favor boys' education are cited as factors inhibiting parents from enrolling their daughters in school. Nomadic pastoralists account for 65 percent of the population in Somalia. Children in these communities are often denied their rights to education. Formal schooling for children has been taken up by just 22 percent of pastoralist children, with enrolment slightly higher among boys than girls. Waberi's basic social services have been decimated due to civil unrest and years of underinvestment (Rothchild, 2018).

USAID assists regional authorities and local communities by providing education services that mitigate conflict and improve the capacity of governance institutions to deliver quality and equitable services. USAID is expanding access to education, and contributing to a more stable future by Increasing enrollment and retention of school-age children from target groups, Enhance capacity of the government to develop and implement a non-formal education policy and strategy, Strengthen capacity of community groups to support education programs, Increase support for education among parents, elders, and religious leaders, Improve reading outcomes and Improve professional development and performance of teachers. Thus the Somali Government's activities aim to expand the provision of education services and improve development and stability in target areas in Somalia. The Somali government seeks to improve access to equitable, quality education for pastoralists and other marginalized children in Waberi City Somalia (Dayanandan, 2017).

1.2 Statement of the problem

As the international community relies on, child labor stands as a serious obstacle to achieving several goals including poverty reduction, most directly child labor has obvious implications for meeting the goal of universal primary education (Betcherman, G., Fares, J. and Amy, L., p. 2014).

Child labor is rooted in poverty and its relation to education is often considered two sides of the same coin (Sakurai, 2016). It is a result of current poverty and a cause of continued poverty for the children who sacrifice their education to work (Udry, 2023). It interferes with the human

capital development of children by either forcing children to drop out of school or making the learning process in schools ineffective (Priyambada, A., Suryahadi, A. and Sumarto, S., 2023). Consequently, it drops the future earnings of the child, the explanation behind that is the low current incomes of their families keep poor children out of school and thus perpetuate their poverty into the next generation (Ravalizon, M. and Wodon, Q., 1999). Child labor is a widespread problem in developing countries. In sub-Saharan Africa and South Asian countries typically school enrolment is low and child labor is widespread. Child labor in these countries affects school performance as children miss important lessons and fall behind academically (Ravinder, 2019). Just like in other developing countries, child labor is necessary for family survival in Somalia. A large number of individuals enter the labor market below the age of 15 and with little or no formal education (Guarcello, L., Rosati, F., 2017). In general, Somali children start participating in work activities at an early age (as early as five years old) and many of them do not get the chance to attend school (CSA, 2021).

In Somalia child labor in the informal sector in Waberi city evidenced that child labor hurts the holistic personality of the child, which has physical, health psychological, and social impact, especially it affects the school enrolment and participation of child laborers. Child labor and education in the rural households of Somalia also emphasized that the negative effect of child labor on children's school attendance. As a result, child labor can be seen as a major problem that derived educational opportunities for children that could open up them better future. Therefore this study aims to assess the effect of child labour on the educational participation of children in the Waberi District.

1.3 Purpose of the study

The purpose of the study was to examine the effect of child labour and female education rights in Waberi District, Somalia, a study of female primarily students in Waberi, Somalia.

1.4 Specific Objectives of the Study

The specific objectives of the study were;

- i. To establish the effect of child labor on education enrolment of female students in primary schools in Waberi District, Somalia.
- ii. To assess the effect of child labor on education retention of female students in primary schools in Waberi District, Somalia.
- iii. To examine the effect of child labor on the educational performance of female students in primary schools in Waberi District, Somalia.

1.5 Research Questions

The study attempted to address the following questions;

- i. What is the effect of child labor on the education enrolment of female students in primary schools in Waberi District, Somalia?
- ii. What is the effect of child labor on the education retention of female students in primary schools in Waberi District, Somalia?
- iii. What is the effect of child labor on the educational performance of female students in primary schools in Waberi District, Somalia?

1.6 Hypothesis of the study

H₀₁: There is no significant relationship between child labor and education enrolment of female students in primary schools in Waberi District, Somalia.

H₀₂: There is no significant relationship between child labor and education retention of female students in primary schools in Waberi District, Somalia.

H₀₃: There is no significant relationship between child labor and the educational performance of female students in primary schools in Waberi District, Somalia.

1.7 Scope of the Study

1.7.1 Geographical Scope

The study was carried out from Waberi, Somalia. W Waberi District (Somali: Degmada Waaberi) is a district in the southeastern Banaadir region of Somalia. A neighborhood in southwestern Waberi, it flanks the Somali Sea. Waberi was selected for the study area, as a densely populated and poverty-stricken area of the country, which believed many children work in the informal sector, as a result, this study helped to clarify the influence of child labor on children's education.

1.7.2 Content Scope

The study focused on establishing the effect of child labor on the education enrolment of female students in Waberi District, Somalia, assessing the effect of child labor on education retention among students about child labor in Waberi District, Somalia and examining the effect of child labor on the educational performance of female students in Waberi District, Somalia.

1.7.3 Time Scope

The study covered information (2018-2022) because it was during this period when the rate of education rights in Waberi rapidly increased due to child labor-related issues. The study was carried out over 4 months and that is from December 2022 up to March 2023 because the process involves data gathering and processing.

1.8 Significance of the Study

The study will help bring to light the different forms of child labor and uncover reasons for child labor in Somalia. The study will also help find ways in which child labor can be curbed in Waberi. The study, therefore, will help to contribute to the existing knowledge on children's rights, in particular about the causes and effects of child labor and measures to combat the disorder. This work will therefore be useful to decision-makers and analysts, researchers, and students.

It is expected that when this study is carried out and accomplished, it will contribute to substantial awareness of the role of International Humanitarian Organizations in the protection of children in Somalia. The study will also serve as a future database for further research that will be carried out as researchers draw data from the findings which will narrow the existing gaps in the protection of children in Somalia.

The research findings will enlighten the community about the protection of children in Somalia. The research findings will also provide information that will be used to sensitize and create awareness among the local people about the role of the Somali government in the protection of children in Somalia. The study will help to enlighten policymakers such as government officials about the Rights of female students in Somalia in camps and thus enable them to make better-informed decisions.

The study will also act as a source of reference for future researchers who will be interested in the protection of children against the provision of early works in Somalia. The study will be essential to future researchers in giving firsthand information on how NGOs have been engaged in the protection of Children in Somalia in war-tone areas.

The study will help bring to light the different forms of child labor and uncover reasons for child labor in Somalia. The study will also help find ways in which child labor can be curbed in Waberi.

1.9 Operational Definitions of Key Terms

Child. A young person below the age of 18 years who by age is disadvantaged and' needs protection by law.

Child labor. Child labor refers to the exploitation of children through any form of work that deprives them of their childhood, interferes with their ability to attend regular school, and is mentally, physically, socially, and morally harmful (Emerson, and Souza, 2018).

Education: The process of receiving or giving systematic instruction, especially at a school or university.

Rights: These are legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention, or ethical theory.

Education rights: these are human rights that apply to everyone to acquire education. International human rights law guarantees the right to education. Both individuals and society benefit from the right to education. It is fundamental for human, social, and economic development and a key element to achieving lasting peace and sustainable development.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is a review of literature related to the topic. It starts with a look at the concepts, opinions, and ideas from authors/experts about child labour and female education rights in Waberi District, Somalia in Somalia.

2.1 Theoretical review

The Structural strain theory was the foundation of the investigation.

2.1.1 Structural Strains Theory

Structural Strains theory was propounded by an American sociologist Robert K. Merton who first proposed the concepts underlying strain theory in the 1930s; his work on the topic gained particular traction in the 1950s. This theory focuses on family socioeconomic position, gender, race, and other demographic variables (Fan, 2019). Fergany, (2018) found that boys, who may come from some homes with low socioeconomic positions, are more likely to drop out of school than girls. Because boys typically have a poorer commitment to the school and a lower incentive to study, boys drop out of school more frequently than girls do.

According to this theory, this hypothesis focuses on the connection between dropout and demographic elements such as socioeconomic position, gender, and ethnicity. Males drop out far more frequently than girls do, and education rights are much more likely to come from low-income families. The impact of ethnicity on dropout rates has been a source of debate. It is evident that it does (Goldberg, 2016), however, exert some influence. In addition to poor academic performance, low socioeconomic position is a key predictor of dropout. Outside their impact on academic performance, ethnicity, and gender were not significant.

2.1.2 Idealistic Theory of Rights

The study was also guided by the Idealistic Theory of Rights which is also known as the Personality Theory. According to this theory, rights are the external conditions essential to man's internal and real development. Krause describes the system of rights as "the organic whole of the outward conditions necessary to the rational life." Similarly, Henrici defines a right as "that which is necessary to the maintenance of material conditions essential to the existence and perfection of human personality." In brief, the idealistic Theory emphasizes the creation of those conditions that help man to reach the fullest stature of his personality. Perfection of human personality is the end to which all rights are directed and subordinated. In other words, the right to personality is man's fundamental right, and all other rights are derived from it. For example, the right to life, the right to liberty, the property right, and all other similarly important rights are to be judged by their contribution towards the development of human personality. Thus if a person in Waberi abuses any of these rights and retard my self-development, society is within its competence to deprive me of that right. The first is that rights arise in society. As they arise in society they are inherent like man, and the inherent nature of man is to his good.

The theory believes with Kant that no man is to be treated as a means to another's end; "it calls upon everybody to treat humanity in his person and the persons of others always as an end and never merely as a means." But the real difficulty arises in fixing the standards of moral freedom. What should be the conditions necessary for each individual for his fullest self-development? According to Gandhi, it is the pursuit of truth and non-violence. But are these conditions of universal acceptance? Mankind has still to do much about it. Gandhi dedicated himself to the uplift of man and society simultaneously. He was out to moralize man and society. True morality, said Gandhi, must manifest itself in every action of the individual and also as a member of society. Both act and react to each other. The Gandhian outlook may be reduced to a simple formula: "If you have to reform yourself you must do so while reforming society." This is also the essence of the Idealistic Theory of Rights. The Idealistic Theory of Rights appeals to the moral and democratic mind of man, as it relates rights to morality rather than legality. Secondly, it does not subordinate the self-development of man to the social whole. Both act and react to each other.

Personality is itself an element of the common good. Personality stands for “the fulfillment of man’s vocation as a moral being” and rights are the means for personal development or self-realization. It is in this context that Laski says, “Rights are those conditions of social life without which no man can seek, in general, to be himself at his best.” The system of rights is an organic whole that is moral and helps to uplift the stature of man and society simultaneously.

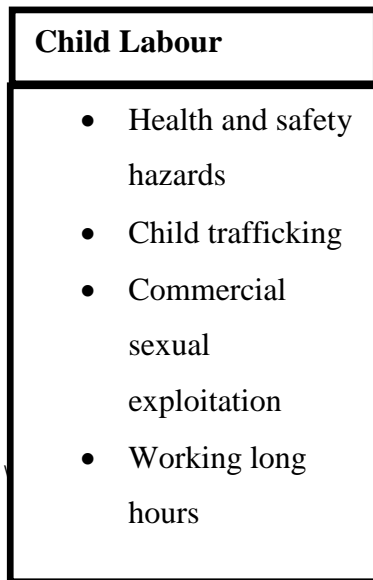
The study also chooses the idealistic theory this is because, In idealism, education aims to discover and develop each individual's abilities and full moral excellence to better serve society. The curricular emphasis is subject matter of mind: literature, history, philosophy, and religion. Teaching methods focus on handling ideas through lectures, discussions, and Socratic dialogue (a method of teaching that uses questioning to help students discover and clarify knowledge). Introspection, intuition, insight, and whole-part logic are used to bring to consciousness the forms or concepts that are latent in the mind. Character is developed through imitating examples and heroes. Furthermore, Idealism has full faith in eternal values that never change. They can neither be created nor destroyed. According to Plato, the outstanding eternal values are Truth, Goodness, and Beauty. They are exactly similar to the attributes of God as expressed by the sages and seers of ancient India in the words. Man cannot create these values.

2.2 Conceptual Framework

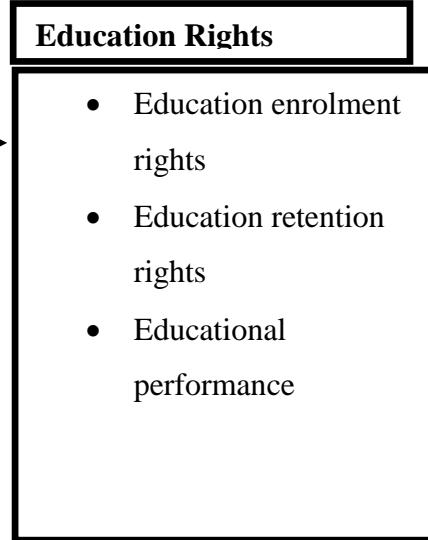
Based on the theoretical arguments stated in the theoretical review, the relationship between child labor and school dropout is conceptualized in the figure below;

2.2 Conceptual Framework

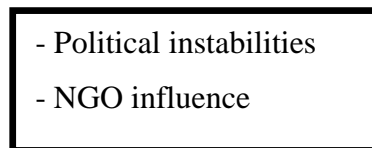
Independent Variable



Dependent Variable



Intervening variables



Source: Emmitt & Gorse, (2017)

According to the above conceptual framework, the independent variable is Child labor which concerns; Health and safety hazards, child trafficking, commercial sexual exploitation, and working long hours. The dependent variable is the Education Rights of female students which concerns; Education enrolment, Education retention, Provision of children's Education, Participation in Education Rights, and Educational performance of female students. This study was also affected by the intervening variables that is Political instabilities and NGO influence.

2.3. Review of related literature

2.3.1. Child labor and education enrolment.

Studies have explored the relationship between child labor and children's educational attainment. As in other developing countries, children in Somalia are engaged in domestic chores, often to the detriment of their education (Kadenyi & Kamuyu, 2016; Chepchieng & Kiboss, 2014; FA WE, 2023; Ayoo, 2022). Studies in Somalia have examined child labor regarding enrolment, attendance (days absent, lateness to school), grade repetition, years of schooling attained, and reading competence among schools. Like in Somalia, studies undertaken in other countries have demonstrated a negative effect of child labor on academic attainment (Beegle, 2015; Boozer & Suda, 2021). This is in contrast with most cultural beliefs that children's time engagement in household work is part and parcel of the socialization process which prepares them for their future roles in life (Owiti, 2016). A girl's engagement in domestic chores is perceived as an added advantage when she is planning to get married. Many Somali men who are still committed to traditional values consider this a vital quality in a woman.

Indeed, a survey carried out by Somali and Japanese researchers in Kisii Central District, (Omenge and Nasongo, 2020), revealed that pupils' engagement in domestic tasks made them sleep late and wake up early. In addition to this, learners lamented that their participation in domestic tasks never left them with enough time for doing school assignments and also conducting private study. Other scholars have also reported that the fact that a child's working time increases the probability of failing a grade (or grade repetition) and even dropping out of school (Psacharopoulos, 2017; Patrinos and Psacharopoulos, 2017). Ray and Lancaster (2023), also found a negative effect of child labor on school outcomes due to limited reading time.

The Standard Newspaper of 24th August 2021 (Kipkoech, 2021) reported that a large number of children who are having difficulties in their academic progress are not receiving adequate help at home. Their parents are not willing or are unavailable to devote much time to their children's academic performance but engage them in domestic chores at the expense of supervising their homework. Thus, child labor takes away pupils' time which is meant for assignments (studying and doing homework), Togunde (2016) to improve school examination performance.

Guarcello et al. (2015) found out that household chores are the most important form of work performed by children. However, these findings may only apply to developing countries such as Somalia which are characterized by heavy dependency on agriculture, low levels of technological development, and biting poverty. The case in developed countries may be different. Technological innovation, in the developed world, brought as a part of industrialization, together with a rise in living standards, demographic change, the introduction of compulsory schooling, and the development of primary and technical education, contributed to the great decline in child labor (Suda, 2021).

Local policymakers often need to serve as mediators between other local level actors as well as those at regional and central levels. One of their main tasks is to provide upper levels of government with knowledge of what is happening on the local level, and what the needs and challenges are of day-to-day education. To do this, they use different sources of knowledge, including the experiences of local actors in defining and solving problems in schools and classrooms (Ikome, 2017). It is important to facilitate and strengthen how local educational policymakers gather and transmit this feedback and knowledge to other levels of government (Landry, 2016). The source of the knowledge (e.g. practitioner expertise, program evaluation, parent committee reports, etc.) is also key. Without strong knowledge gathering and transmission on the part of local policymakers, emerging policies and their implementation were lacking an essential element of feedback. Being able to do this is a nuanced skill and process that requires local policymakers to have the requisite connections to relevant stakeholders, the forums and capacities to gather this information, and the ability to formalize and make explicit what is often tacit or procedural knowledge. While this is often overlooked, some countries have put considerable resources into facilitating such forums of exchange and capacity building for local policymakers. Germany, for example, launched a federal program called “Lernenvor Ort” (Learning on the Local Level) in 2019. This programme brings together 46 operating foundations in education which helps 40 model communes to manage their education programmes and build networks for knowledge transfers across regions.

Although a relatively recent initiative, this is one of a set of promising programs across OECD countries that explicitly try and build capacity in this area. Another prospect for capacity

building for policymakers is the importance of appropriate and thorough policy evaluation and assessment (Neubauer, 2016). Too often the evaluation and monitoring component of reform is not given the time and resources it requires; new programs are planned before the evaluation is complete, or an evaluation is cut altogether due to budget shortfalls (OECD, 2019).

Currently, the OECD is conducting a review of evaluation and assessment frameworks in education, which explores how systems of evaluation and assessment can be used to improve the quality, equity, and efficiency of school education in different educational settings. This project provided an important set of knowledge of the state of the art in educational evaluation and assessment but also highlighted areas for potential capacity building for policymakers, as well as schools, teachers, and other system variables (OECD, forthcoming). A related area is the use of research evidence in policymaking. In many OECD countries, the gap between educational researchers and policymakers is wide, and the role of research in shaping policy is inconsistent or weak (OECD, 2019).

Although it is now common to refer to “evidence-informed policy making”, the term reflects a variety of different processes and uses of evidence, not all of which would be considered real examples of the process. Yet accessing, understanding, and interpreting research is a difficult task and one that cannot be learned overnight or without explicit training. Capacity building in this area thus includes fora that bring together researchers and local policymakers to share relevant research and discuss applicability to policy needs, training policymakers to interpret research, and providing structures (e.g. brokerage agencies) that help to strengthen the links between policy and research, assess legitimacy and rigor of the research, and build cooperation and trust (OECD, 2017).

2.3.2. Child labor and education Retention

As education systems must increasingly respond to new societal, economic, and individual needs, it is arguably the local level that is most challenged by these developments. It is at this level that education policies must be implemented, and it is here that they either succeed or fail. A key element of successful policy reform implementation is ensuring that local stakeholders such as policymakers, school leaders, teachers, and parents have sufficient capacity to meet this

challenge. In particular, they need adequate knowledge of educational policy goals and of the consequences that implementing these policy goals had for their respective environments, and they need the tools to implement them as planned. Without these, the best policy reform risks being derailed at the level where it counts most: in the classroom. Despite broad agreement on the importance of this step, very often implementing educational policy goals on the local level is an unexpectedly difficult endeavor. Hidden within the implementation process are several difficult challenges (Mughal, M. S. 2015).

First, child labor may be a result of poverty (Grimsrud, 2019). Second, Grootaert, (2017) argued the wealth paradox may explain the child labor phenomenon. However, Hanushek, and Lavy, (2018) argued that child labour does not affect child schooling negatively. The empirical literature review has shown that child labor is determined by children's characteristics, household characteristics, and community characteristics. Children characteristics found to determine child labor include gender of the child, age, and birth order.

Household characteristics include parent's education level, and household income while community characteristics include the distance to the nearest school, the quality of schooling, and the cost associated with schooling (Hanushek, and Lavy, 2018). Several studies have used single-equity binary response models to analyze child labor and child schooling participation. Either such a model recognizes only two possibilities, in the case of child labour, the child works or not while in the case of schooling, the child either attends school or does not.

A few studies employ multiple response models to analyze child labor and child schooling participation. Since it is not possible to determine whether the child activity categories are ordered or sequential in the response, the studies use a multinomial logit model. Previous studies on child labor exist for SSA countries (e.g., Holmes, (2016); Huebler, (2018)). This study provides empirical evidence on the determinants of child labour participation and schooling in Somalia as no study exists on this topic using data from Somalia. The study used multinomial logit to model the activity status of children: whether a child attends school only, the child

attends both school and work, the child does not attend either school or work, and a child attends work only

According to the parents of Somalia (Oparanya, 2020) for the parents to achieve Vision 2030 goals, there is a need to invest in education to meet the demands of the growing school-age population and the demand for future manpower. In addition, critical investment will be required in family planning services, health, and other social and economic sectors to improve the welfare of Somalia's

The poverty situation in Somalia has worsened since 1994. Whereas the country hosted about 11.5 million poor people in 1994, this number had reached 12.5 million in 2017. By the end of 1999, about 15 million people in Somalia (about half the total national population) were experiencing living standards below the absolute poverty line now set at less than 3,000 Somalia Shillings per month (about 40 US\$) (Suda, 2021). Poverty levels vary from place to place (urban, rural, arid, and semi-arid areas). UNICEF (2021) has noted that poverty combines with other factors such as HIV/AIDS, inadequate legislation poor enforcement of legislation, and the breakdown of families to undermine pupils' academic attainment. Togunde's study (2016) found that child labor is sorely needed for the sustenance of poor households. The parents of Somalia (2021) have recognized the influence of poverty on schooling in general and the girl child in particular. A growing number of child workers are education rights who cannot continue, mainly because of the inability to pay school levies and other factors associated with the school environment.

Two of the most important include; raising teachers' awareness and acceptance of proposed reforms and helping school leaders to understand what kind of feedback they should gather from parents and teachers that was the most useful when forwarded to higher levels of educational governance – and how to do this. This last element, capacity building, is a necessary and crucial step that cannot be overlooked. This background paper provides an overview of the capacity building of local-level actors and illustrates possible interactions among the various system levels. The discussion was concentrated on the possible needs and demands for capacity building of local level actors on the individual level as opposed to the institutional or system level. Given

the OECD context, the discussion is necessarily general, but the elements of capacity building on the local level are very much context-dependent (Egwaikhide, 2018).

Another element of capacity building is to give teachers the research tools for action research and self-reflection. In many countries, the teacher is still seen as an educational authority whose input carries a lot of weight and thus an extra burden is placed on them to avoid inadvertently contributing to discrimination or prejudices. For example, teachers may have lower expectations regarding school achievement for children from immigrant backgrounds with low-level language skills than they would for their native-speaking peers. This may seem to a teacher like an intuitively correct assessment and response, but, in the long run, these kinds of expectations can – however unintentionally – contribute to reproducing the social position of the child as an underprivileged adult who has faced the same challenges and requirements in the job market. The everyday school practices – which themselves act as implementations of educational policies, albeit on a different plane – have an impact on the thoughts and actions of parents and students. Teachers can play a key role in providing adequate information to families from disadvantaged backgrounds, who may not have the requisite capacities or knowledge to navigate the educational system as well as they could. To do this, though, teachers themselves need to be provided with sufficient research-based knowledge concerning possible consequences of their expectations and actions (as well as non-actions), particularly for students from disadvantaged families. They also need to be challenged to engage in critical self-reflection in terms of their expectations and assumptions for students, as many of these biases are unintentional. Recent research from Canada has shown that even student teachers who believed they did not alter their expectations or grading based on student background characteristics were actually (and completely unintentionally) devaluing the performance of students from Aboriginal backgrounds (Riley and Ungerleider, 2018).

Capacity building for research and self-reflection is key here. In Finland for example, the teacher education program promotes strong pedagogical skills and teaching based on research. Finnish teachers hold a master's degree in pedagogy, but it is not the degree alone that makes them good teachers. Rather, their teacher education trains them in research and reflection. They are required

to search, criticize, and apply existing knowledge about classroom interactions and other school-related topics and to use this knowledge in their teaching as the basis of their actions in the classroom and school in general. The effort does not stop in pre-service education: as new knowledge on pedagogy is being produced in different research institutions every day, Finland's in-service teacher education also includes current educational trends and research. This strategy is core to a teacher's professional identity and is promoted and supported financially by the state and the municipalities (Friedman, 2015).

2.3.2 Child Labor on the educational performance

Child labor can be categorized based on either type of economic activity or place of work. The International Labour Organization (ILO) has categorized child labor as follows: agricultural laborers, street laborers, and factory laborers with wages. According to Guarcello et al. (2015), one of the main sectors where children are found to be working for a wage includes commercial child labor outside their families. Guarcello/ al. (2015) found out that boys tend to work more in commercial child labor than girls do, and boys also spend more time in agriculture and other economic activities. According to Suda (2021) many children in Somalia who have dropped out of primary school usually end up working in a wide range of sectors which include commercial agriculture, the tourism industry, quarries and mines, miraa growing areas of Nyambene district, gold mining areas of Kakamega district, garbage collection, fishing industry, the public transport sector where they move from place to place as matatu touts, and the domestic sector for pay.

The probability of dropping out of school also increases with the time intensity a child works. For Pakistan and Nicaragua, Ravi (2019) shows that the number of working hours hurt child schooling in both countries that children residing in rural areas were more likely to drop and that girls worked fewer hours than boys. In addition, children in rural areas worked more hours in Nicaragua and fewer hours in Pakistan. Their paper recommends a reduction in the amount of labor children perform by suggesting schemes such as income transfer.

For Ghana, Sawyer, (2018) found that a one-hour increase in a child's working day led to a decrease in schooling by 0.38 hours. Furthermore, Stake, (2021) discovered that if a child's mother participated in the labor force, her children spent more time in school. A mother's being employed also improved her child's test scores especially among poor households and for girls, thus translating into a better educational outcome.

Tuttle, (2016) found a negative effect of a child's work on school performance and achievement. Veale, and Tayler, (2016) found that along with child labor and poverty, early parenthood strongly affected school dropout rates in Brazil. It is surprising that a child's working alone is not necessary to affect school attendance and that dropping out of school often leads to inactivity and not working because of the lack of employment opportunities. In addition, their results indicate that working for a few hours could generate income that can reduce the costs of school attendance for the family (World Bank, 2019). To date, most literature on this topic has explored the relationship between child labor and education performance/school attendance. However, there has not been much research directly focused on child labor and school dropout. In the Lao PDR in particular, analysis of this issue has not been carried out due to a lack of nationally representative data.

Roschanski (2017) found out in his study in Western Kenya that schooling-going children performed daily tasks which included fetching water, collecting firewood, tending to cattle, cleaning and sweeping, food preparation, looking after younger siblings, and guarding the house during the absence of parents. These tasks did not stand in the way of enrolment as such but did lead to irregular school attendance. On market days especially, the attendance rate was lower, as children either go to the market to accompany their mothers, to perform small jobs or are needed at home while their parents are out.

Girls are more affected than boys, as they take on a higher proportion of the workload. Students in all research locations commented on their contributions at home, with female students describing a higher workload. More girls than boys complained about the fact that their tasks interfere with their schooling and that they are given little time to study or to prepare for

examinations. Child labor is not the sole reason for pupils' absenteeism from schools. Other factors leading to absenteeism may include sickness, death of family members, peer influence, parental ignorance, and lack of clear rules in schools regarding absenteeism.

School leaders are responsible for student achievement, the working atmosphere of teachers, and the overall character of the school. Strong school leaders excel through good personal leadership skills, managerial quality, and the strategy and vision to face the challenges and new developments of their school. Leadership skills can be developed through practice and by building a personal way of being a school leader, but they can also be nurtured and developed through formal training. Managerial and strategic skills require similar kinds of reinforcement and learning. Systems with strong school leaders deliberately seek to build a cohort of exceptional leaders both through ongoing formal training and through venues where they can update their skills through research-based knowledge and also by sharing experiences with others in similar positions. But, with freedom comes responsibility: To what extent should school leaders be accountable to different stakeholders? School leaders link teachers, parents, and other community stakeholders, as well as higher-level policymakers. In this sense, they play a key role as mediators and knowledge brokers on both vertical and horizontal dimensions (Hossen, 2021).

They also can lead the school and teachers by setting expectations and priorities: for example, in supporting the use of research in practice or encouraging groups of professional learning and action research by teachers. Key issues in capacity building are how school leaders are being trained and assisted by other actors in the process, as well as the level of autonomy they have in their role. In Singapore, for example, school leaders are chosen from the pool of teachers. Those with leadership potential are fast-tracked into leadership positions and provided with mentoring and professional development. All potential school leaders take part in the Leaders in Education Programme (LEP), which is a six-month full-time program. The focus of LEP is not on technical administration skills but rather on elements of leadership, critical self-reflection, and integrating experiences and beliefs that can be used throughout their careers. The emphasis on constant learning and professional evolution is very concrete: school principals are kept in their post for 5-8 years, after which it is considered they have had their maximum potential impact in a school.

They are then either promoted (e.g. to superintendent), redeployed to another school, or rotated to the Ministry to work on policy issues. Throughout the process, support and capacity are built both through a network of peers and formal training opportunities (Egwaikhide, 2018).

Teachers are facing new developments that require them to revise their role as education professionals. A key element of this is that parents and parental associations are increasingly involved in schools, and venues of informal learning (e.g. internet, social media, private organizations offering training, hobbies) are more present in students' everyday lives. Capacity building among teachers is related to their increasingly demanding role vis-à-vis parents and other stakeholders (including media). It is also related to the extent that they are deemed accountable for certain phenomena (e.g. bullying inside and outside school, teaching children with special educational needs, having gifted children in the classroom, and parental involvement in the school work, and curriculum work). One of the most difficult questions to solve is when the teacher must apply for in-service training to be more capable of facing these challenges in the classroom, and when it is more reasonably the responsibility of other actors (school leaders, boards of education, other specialists, parents).

2.4 Empirical Studies

It is widely recognized that the issues of child labor and out-of-school children are both significant global problems (World Bank, 2019). The need for an integrated approach to these issues would appear obvious but the two issues are often considered quite separately. There are still many national education sector strategy plans in which the issue of child labor is not mentioned. There are also programs on child labor that fail to adequately reflect the central importance of children regularly attending school. It is, therefore, useful to restate the reason that child labor is a major barrier to reaching education goals and the importance of policy and program coherence on these two issues (Assefa & Myers, 2015).

At the same time as child labor impacts education, it is evident that the lack of accessible, affordable, and good-quality schooling can also act as a push factor for children to take up work. In many rural areas provision of education effectively stops at the primary level because of the absence of schools (Bamber, and Tett, 2018). Although many countries have removed direct fees

for basic education, there often remains a range of costs associated with education that can be a significant barrier to poor families. Children also need a quality learning environment with trained teachers, but overcrowded and under-resourced schools can lead to a high level of dropout.

As a result of statistical efforts over four rounds since 2020, the ILO has been able to track child labor trends and periodically revise global estimates (Basu & Van, 2018). For the 12 years since 2020, the dynamic picture was one of important progress. There were almost 78 million fewer children aged 5-17 years in child labor at the end of this period than at the beginning, a reduction of almost one-third. The fall in the number of girls in child labor was particularly pronounced – a reduction of 40 percent compared to 25 percent for boys. More boys than girls continue to work though girls' domestic work may be under-counted (Becker, 2018). The difference increases with age – while among those aged 5-14, the incidence of child labor among boys and girls is broadly similar, for the older age group of 15-17 significantly more boys than girls are involved.

Despite the progress, the new estimates indicate that 168 million children aged 5-17 years worldwide are still trapped in child labor, accounting for almost 11 percent of the child population as a whole. The core school-aged group of 5-14 years comprises 120 million of this total (Bequele & Boyden, 2016). The global estimates further reveal that children in the 5-11 age group account for by far the largest share of all child laborers: 73 million, or 44 percent of the total. This group constitutes a core policy concern as they are the most vulnerable to exploitation and compromised education. Sub-Saharan Africa continues to have the highest incidence with 21 percent of children in child labor. The Asia and Pacific region has by far the largest absolute numbers but also witnessed the largest absolute decline during 2008-2012 (Betcherman, 2017).

The latest global estimates for the first time presented estimates of child labour for different levels of national income. Not surprisingly the incidence of child labor is highest in poorer countries (Betcherman, 2017). Twenty-three percent of children in low-income countries are child laborers, compared to 9 percent of children in lower-middle-income countries and 6 percent of children in upper-middle-income countries. However, when seen in absolute terms, middle-income countries, including as they do some high-population countries in South Asia and Africa, are host to the largest numbers of child laborers. Similarly, at the household level child labor is

not limited to poorer households – there are substantial numbers of child laborers from households in the higher income brackets in most developing countries (Bhalotra, 2017).

A significant decline in out-of-school children in certain countries, due to important policy initiatives, such as those focused on removing school fees, has been counterbalanced by a rising school-age population in sub-Saharan Africa (Bhalotra, 2017). Progress has stalled mainly because the number of out-of-school children in sub-Saharan Africa remained at around 30 million between 2017 and 2012. As a consequence, the share of the world's out-of-school children living in that region has increased to more than one-half of the global total. By contrast, South and West Asia has made considerable gains, reducing the number of out-of-school children by two-thirds from 34 million in 2020 to 10 million in 2012. Some 14 countries are estimated to have more than one million children out of school comprising around two-thirds of the global out-of-school population (Bhargava, 2018).

Historically, legislation to prohibit child labor and the introduction of compulsory education have developed together and reinforced each other, leading to the dramatic decline in child labor in early industrial societies (Bhargava, 2018). Children of poor, peasant, or artisan families always worked, but it was as a consequence of industrialization, because of the numbers of children involved, the degree of exploitation, and the extremely harsh conditions, that child labor became a subject of concern.

The worldwide movement against child labor has its roots in national movements that developed in the early industrial nations at the beginning of the 19th Century (Bhargava, 2018). It also coincided with the development of a new concept of childhood, as a time distinct from adult life, requiring special protection. Before that, the use of child labor went largely unquestioned or was even viewed as beneficial. Although long hours had been the custom for agricultural and domestic workers for generations, the factory system was criticized for strict discipline, harsh punishment, unhealthy working conditions, low wages, and inflexible work hours (Binder, and Scrogin, 2019).

Millions of children have no access to education, or in some cases, interrupt their education, because of ongoing human rights abuses, and governments' failures to provide adequate

protections they are entitled to under the Convention on the Rights of the Child (CRC) or to counter abuses perpetrated by state and non-state actors (Binder, and Scrogin, 2019). All children have a right to go to school, to have equal access to education at all levels, and to be guaranteed a quality education. While many governments have focused on legislating the right to primary education, the right to secondary education—both lower and higher—remains unprotected and unfulfilled in many countries (Cameron, and Trivedi, 2018).

Guaranteeing equal access to schools for all children satisfies one basic component of the right to education. However, without quality education, children may leave schools unmotivated, illiterate, and unprepared for life after education (Connelly et al., 2018). The United Nations Committee on the Rights of the Child underscores that “the key goal of education is the development of the individual child’s personality, talents and abilities, in recognition of the fact that every child has unique characteristics, interests, abilities, and learning needs.” Governments need to ensure that “no child leaves school without being equipped to face the challenges that he or she can expect to be confronted with in life.”

Moreover, the absence of child protection mechanisms accessible to children at the school level makes it difficult, if not impossible, for children and their families to seek redress (De Carvalho, 2018). Enforcing school safeguards, sensitizing male and female teachers, and creating space for child and adolescent-friendly reporting to relevant school authorities and the police should be strengthened in all countries where children experience ongoing violence and abuse in schools.

Under international humanitarian law, schools and other educational structures are civilian objects that are protected from attack (Delap, 2018). They may only be attacked if, and only for such time as, they are military objectives—those objects that contribute to the military action and whose destruction at that time would offer a definite military gain (Edmonds, 2018). Moreover, attacks on valid military targets—including school buildings being used for military purposes must be neither indiscriminate nor disproportionate. Intentional attacks on buildings dedicated to education are war crimes, as long as the building is not a military objective (Emerson, and Souza, 2018).

Over 85 million girls and boys are estimated to be engaged in hazardous work that is mentally, physically, socially, or morally dangerous and harmful to them (Emerson, and Souza, 2018). Harmful work interferes with children's education by depriving them of the opportunity to attend school or limiting their attendance due to excessively long and heavy work (Fan, 2019). Some children engaged in harmful work experience its worst forms - including slavery, forced and bonded work, child trafficking, illicit activities, and involvement in armed conflict, prostitution, or pornography. Many children and youths may benefit from being economically active, such as through light work that can be combined with school (Fergany, 2018). International organizations such as Save the Children address the complexity of children and work in both development and emergency contexts, by combining our expertise in child protection, economic strengthening, health, and education to create opportunities for children to become healthy, educated, and empowered citizens.

As education and child labor are seen as perfect substitutes, analytical frameworks on this issue tend to focus on the reasons why parents do not invest in their children's education while empirical studies point to the reasons for drop-out from schooling (Goldberg, 2016). Hence, education is not playing its role in keeping children out of the labor market

Goldberg, (2016) states that parents rely on child labor for security in their old age. Baland and Robinson argue that children and parents cannot come to a commitment engaging the former to reimburse the latter for the effort needed to educate them. Altruistic parents care for their children's well-being. Thus, we argue that they want to endow their children with human capital but the notion of education is not the same as it is understood in the economic literature (Grier, 2015). The models of Baland Robinson and Ranjan consist of describing a binary trade-off between child labor and education; we state that the problem of child labor and education is far from being binary. There exist different forms of education (formal education, vocational training, non-formal education, and informal education) and parents have all these alternatives of education to ensure their children's future well-being.

There is also a strong relationship between child labor and school attendance. Children who engaged in child labor activities had few hours of study which subsequently led to poor performance and eventually dropping out of school (Grimsrud, 2019). Above a certain threshold,

which varies according to age and type of activity, work has a detrimental effect on children's ability to learn. According to research in the United States, the school performance of persons between the ages of 12 and 17 can be negatively affected after long hours of work between 15 and 20 hours per week. Children worked long hours to meet their fees, scholastic materials, and lunch upkeep attributed to their lack of them, the urge to work, and the refusal by parents to educate their children (Grootaert, 2017).

Hanushek, and Lavy, (2018) noted that the welfare of the child is supreme, institutional organizations including the parents as the supreme body, international organizations, CSOs, and NGOs with or without support from the donor community, have the duty to update and enhance the general understanding of issues affecting children. The institutional bodies that were contacted through this research suggested solutions on how children's involvement in the labor force in Somalia and in particular Waberi can be reduced or still done away with.

Poverty and child labor are inextricably linked and pose the greatest challenges to many countries. The UNHS 2019/2020 report estimates that 24.5% representing 7.5 million of the population is poor (Holmes, 2016). Out of the 7.5 million, 5.8 million chronic poverty and mostly in rural areas. After the intense war waged by the Al-Shabaab terrorists against the people of Somalia, many lives and property were lost. People in the rural areas of Waberi lost their meager money-making businesses and thereafter resorted to employing child laborers to earn income; for those families who had a large number of dependents (Huebler, 2018).

The ineffectiveness of child labor laws in terms of implementation, non-availability, and non-accessibility to schools are some of the other factors that encourage the phenomenon of child labor (Huebler, 2018). It is also very difficult to immature minds and undeveloped bodies to understand and organize themselves against exploitation in the absence of adult guidance.

Children born out of wedlock, children with no parents and relatives, often do not find anyone to support which forces them to work for their survival (Humphries & Horrell, 2018). Sometimes multinationals prefer to employ child laborers in developing countries especially in garment industries only because they can be recruited for less pay more work can be extracted from them

and there is no problem of union with them. This attitude also makes it difficult for adults to find jobs in factories, forcing them to drive their little ones to work in factories (Khanam, 2018).

According to the Khanam, and Rahman, (2017), Somalia has one of the highest growth rates at 3.2%. This is exacerbated by the high fertility rate of 6.7 per woman compared to the sub-Saharan average of 4.8. The high population growth and fertility rates have also resulted in large families and a high dependency ratio, which compels some school going age children to go to work at an early age to supplement income.

The measures that were suggested by the respondents regarding child labor in rural areas shall be conducted against the background of the following Ethical standard: the duty to update and enhance the general understanding of issues affecting children (Kondylis, and Manacorda, 2019). Once again, the overarching argument is: when the above-mentioned ethical standards are realized, the welfare of children is guaranteed and children would most probably not end up working; but when the same standards are neglected, there is a correlated result of children ending up in labor.

The World Bank, and International Monetary Fund can help eradicate poverty by providing loans to developing countries. Our Government as well as the cause has introduced various poverty elimination programmes (Kondylis, and Manacorda, 2019). After the 86th Amendment of the Constitution in the year 2022, the provision for free and compulsory education between the age group of 6 to 14 years has been included as a fundamental right under Article 21A. Children irrespective of their race, caste, sex, economic condition, religion, place of birth, and parents to whom they were born need to how to read and write. They need social and professional skills that only a school and nurturing environment can provide (Lavy, 2016).

Studies by UNICEF and ILO indicate that children are more vulnerable to harm in many workplaces since they have not developed so well, as quoted; A growing body of research indicates that, because of anatomical, physiological and psychological differences between children and adults, child workers are considerably more vulnerable to workplace health hazards (Luska, 2019). Age seems to be an important factor in the effect of toxic chemicals, and children who are exposed to them early tend to become ill or disabled much more quickly than adults do

with similar exposure. Children are more susceptible to thermal stress and environmental temperature changes and are more sensitive to ionizing radiation. They are also more vulnerable to carcinogens, and if exposed to them, the probability of them developing cancer is greater than that of adults having equal exposure. Furthermore, children who work are more likely than adults to suffer occupational injuries owing to inattention, fatigue, poor judgment, insufficient knowledge of work processes, and the fact that equipment, machinery, and tools used are designed for adults (Martin, 2015).

A study of psychological characteristics of child rag pickers was described as follows; Barred from entering into large social life and deprived of a congenial environment, the rag pickers develop a strong sense of insecurity which makes their personality weak, incapable, and withdrawing (McIntosh, 2016). This sense of insecurity creates in them a sense of persecution, which manifests itself in rebellious, aggressive, violent outbursts against individuals and institutions. The world around them exhibits active hostility and rag pickers seldom receive love and affection. Hence, their response to love is unnatural and mechanical. They do not believe in love or being loved (Morris, 2015). The cold, callous, and unsympathetic attitude, the lack of parental communication, and the absence of any provision for school life create a deep sense of psychological and social insecurity, which in turn hampers the natural growth of their personality (Naderveen, 2018).

2.5 Gaps in the Literature

Education is a natural right entitled to any individual and a critical social and economic development, therefore, an article of trade in financial positions, but it varies from another service because it is a community feature. Education yields in both the private and public sector in terms of learning and higher learning more so, it benefits society in social ways whereby a farmer may become more creative through literate skills, also a literate woman may be capable of taking good care of her family health needs, lastly, an educated individual can exercise the social and political rights as a better citizen. Therefore the study failed to examine how the government can subsidize education in several forms including school fees for low-income parents (Friedman, 2015). School fees could be lowered in favor of needy parents and students so that anyone can afford the school fees regardless of their financial status. Education fights

poverty in the nation and the society, therefore as the country gives training to its needy children the parents are significantly investing in its future economy and status. Any nation that has a higher percentage of educated members or elites means that the country is rich. Therefore to eliminate poverty the parents have to eradicate illiteracy among their young ones (Horn, & Paslov, 2014). The provision of meals in schools by the parents could help keep students in school. Many students fail to show up in schools because of a lack of food at their homes; therefore, they fail to show up due to pains of hunger thus, preferring to look for food than going to schools (Friedman, 2015). Students in classes could also lack concentration when it comes to learning and teaching processes; therefore the student fails.

It is also clear that no study has ever linked Child labour (independent variable) to Education Rights of female students (dependent variable) using the Modern Natural Right Theory developed by Thomas Hobbes (1588-1679) who turned the pre-modern emphasis upon duty upside down by refuting the political or social nature of human beings, and by viewing law as an *actusvoluntatis* rather than an *actusintellectus* in his *Leviathan*. Hobbes drew out the social implications of the new materialistic-mechanistic physics, grounding the human commonwealth in the fear of violent death. A social contract, has enhanced child labour in maintaining control and power over individuals at odds with each other in the state of nature. Natural law was discovered by considering humankind's natural rights, whereas previously it could be said that natural rights were discovered by considering the natural law.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter was presented the methods and procedures that used in sample selection, data collection, analysis and presentation. It includes; sampling techniques, data collection methods, study population, sampling procedure and sample size, data analysis methods, ethical consideration and anticipated limitations of the study.

3.1 Research Design

The study employed a descriptive survey research design. Using descriptive survey design, the problem is structured and well understood a fact that Mugenda and Mugenda (2023) agrees that the design is the most preferred because it give a report on things as they actually are. Descriptive survey research design was used because it enables the researcher to generalize the findings to a larger population. Both quantitative and qualitative approaches were used in data collection. Quantitative approach was involved use of questionnaires. Qualitative approach involved use of interview guide. The researcher used this type of research design because is effective and does not require too much time. Besides, the target respondents are educated and literature.

3.2 Target population

Target population refers to the larger population to which the ultimately would like to generalize the results of the study (Berg, 2021). It was therefore the whole group of individuals, events or objects having a common observable characteristic. According to the demographia world urban area report (2017). Hence the sampling was based on a target population of 550 households in Waberi district according to the MECHE, (2017). The researcher selected these households because child labour and education activities can best be analysed at household level. The choice of targeting 550 households in the Waberi district for sampling in the study aligns with the research objectives focused on analyzing child labor and education activities. Targeting households allows for a comprehensive examination of these issues at the grassroots level, where

the dynamics of child labor and education are most directly observed and experienced. By selecting households as the target population, the study can capture a diverse range of socio-economic backgrounds, family structures, and living conditions that may influence child labor and educational outcomes. Additionally, households serve as the primary unit where decisions regarding child labor and education are made, making them a suitable focus for the study. Utilizing data from a significant number of households in the Waberi district ensures a robust representation of the population, enhancing the generalizability of the study's findings to the broader community. Therefore, targeting households as the target population provides a strategic approach to effectively analyze and address the complexities of child labor and education in the Waberi district.

3.3 Sample Size

Out of the target population of 550 households, a sample size of 232 was selected, by using Slovene's formula. The sample was sufficiently high and representative enough to validate the findings.

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

Where n = minimum sample size

N = target population

e = level of significance (0.05)

Therefore:

$$n = \frac{550}{1 + 550(0.05)^2}$$

$$n = \frac{550}{1 + 550 * 0.0025}$$

$$n = \frac{550}{1 + 1.375} = 231.57 \cong 232 \text{ respondents}$$

The justification for this sample size lies in its ability to provide a balance between statistical reliability and practical feasibility. A sample size of 232 is considered sufficiently large to yield

reliable estimates and ensure that the findings are statistically significant. It allows for a margin of error that is within acceptable limits, enhancing the confidence in the study's conclusions. Moreover, the sample size of 232 is representative enough to capture the variability within the target population of 550 households. By employing random sampling techniques, the selected sample can be assumed to reflect the characteristics and diversity of the larger population accurately. Additionally, considering practical constraints such as time, resources, and logistical feasibility, a sample size of 232 strikes a balance between ensuring statistical rigor and maintaining practicality. It enables researchers to collect and analyze data effectively within the constraints of the study's scope and resources. Overall, the selection of a sample size of 232 households using Slovene's formula is justified as it ensures statistical reliability, represents the target population adequately, and remains feasible within the practical constraints of the study.

Table 3.1: The selected sample size for Quantitative

The table below gives the selected population with their respective sample size and sampling techniques.

Category	Target population	Sample size	Sampling Techniques
Households	309	130	Random sampling
School staffs	200	84	Random sampling
Community members	7	3	Purposive sampling
Religious leaders	5	2	Purposive sampling
School administrators	9	4	Purposive sampling
Government officials from the Ministry of Education	11	5	Purposive sampling
Local Leaders	9	4	Purposive sampling
TOTAL	509	232	

(Source: Primary Data, 2023)

3.4. Sampling Procedure

The study used both purposive and simple random sampling techniques. Thus purposive sampling was used because involves identifying and selecting individuals or groups of

individuals that were knowledgeable about or experienced with a phenomenon of interest (Cresswell and Piano Clark 2021). This sampling was used to select different respondent to be interviewed. The researcher chooses this technique because the respondents are expected to be knowledgeable and have a long experience on matter at hand. Simple random sampling was used because the study intended to select a representative without bias from the accessible population. This ensured that each member of the target population gets an equal and independent chance of being included in the sample.

3.5. Data collection methods

The study used a survey approach where both qualitative and quantitative data was collected. There are several survey approaches however for the purpose of this study the questionnaire and interviewing approaches was used.

3.5.1. Questionnaire survey method

A questionnaire is a carefully designed instrument for collecting g data in accordance with the specifications of the research objectives. It consists of a set of questions in writing from which the respondents respond in writing (Amin, 2015). The study used a questionnaire basing on the fact that the variables cannot be observed such as views, opinions, perceptions and feelings of the respondents on inventory planning and construction project performance. The questionnaire was also used because it is less expensive for data collection (Amin, 2015). The questionnaire was used to collect primary data from the selected respondents by personally delivering them to the respondents. The questionnaire was issued to all the 214 respondents in their different categories. The respondents recorded their answers within closely defined alternatives.

3.5.2. Interview method

Interviewing is a method of data collection where the researcher collects information from the targeted respondent through forms of face to face conversations and probing of the respondent's responses to gain detailed explanations to the study phenomenon (Amin, 2015). In this method the researcher interviewed respondents either face to face to obtain in depth qualitative information on inventory planning or project performance. The study specifically interviewed the

community members, religious leaders, school administrators, government officials from the Ministry of Education and Local Leaders because of their specialized managerial and professional experiences in child labour cases and education rights are specially considered.

3.5 Research Instruments

The researcher used the following instruments in this study, questionnaire and interview.

3.5.1 Self-administered questionnaire

The questionnaire was closed ended based on a 5 five Likert scale measure of strongly agree 5, Agree 4, Not sure 3, disagree, 2 and strongly disagree 1. Questionnaires was used as the main data collection instruments for the respondents. The questionnaire was used to collect the information from Households representatives, and Government officials from the Ministry of Education. Questionnaire was used due to their having capacity to cover a large audience of people in the most limited time saving time and resources especially when a self-administered questionnaire was employed.

3.5.2 Interview Guide

Interview means face to face interaction between the interviewee and the interviewer. The researcher also used the interview schedule to guide the discussion with the respondents who were key informers and thus were needed to elaborate on several issues. Here the researcher conducted face-to-face interactions with the heads of Local Leaders and Government Officials from the Ministry of Education and make conversations with the respondents. The researcher used both formal interviews with the respondents based on the interview guide, Local leaders and Government Officials from the Ministry of Education.

The interviews was held with Government officials, Teachers and head teachers and Local NGO representatives who were purposely crucial in provision of explanations to the topic under study. The questions for the interview were both open-ended and closed. The open-ended questions give chance to more discussions, while the closed questions asked for particular responses.

The interview method helped to collect additional views from respondents on the theme of the study. The questions were filled on spot and the respondents were interviewed from their offices to save time. This method was allowed further probing and clarification of questions that tended to be difficult and not clear to the respondents. It also enhanced responses for questions which were regarded as sensitive.

3.6 Validity and reliability of the instrument

3.6.1 Validity

Data quality control refers to reliability and validity of instruments, validity refers to the appropriateness of the instruments while reliability refers to its consistence in measuring whatever it was intended to measure. According to Amin (2015) the researcher instruments must be appropriate for the study objectives to be achieved. Therefore, to establish the validity the research instruments were discussed with the colleagues and supervisors who was knowledgeable in the field of research.

$$CVI = \frac{\text{Questions Rated as Relevant}}{\text{Total Number of Questions in the Questionnaire}} = \frac{19}{23} = 0.83$$

Equation 3.1: Content Validity Index Formula.

3.6.2 Reliability

Reliability was a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Msomalia & Mugenda, 2023). Reliability of the instrument was established through a test-retest technique. The researcher conducted a pre-test of the instrument on group of subjects and waits for one week then administer the same test to the same subjects in the second time.

Cronbach's alpha was also used to determine the reliability of the instruments. A Cronbach's alpha value of 0.7 0 and above is considered to be the criteria for demonstrating internal consistency of new scale and established scales respectively.

The table below shows each main constructs of the model was considered acceptable since the Cronbach’s alpha related to each of them exceeded 0.70, confirming satisfactory reliability.

Table 3.1: Reliability Statistics

Variable	Cronbach Alpha Coefficient	CVI (Content Validity Index)
Child labour	0.8331	0.7982
Education Rights of female students	0.8634	0.8221

Source: Primary data computed, (2023)

3.7 Data Analysis

Data analysis in this study was done with the help of SSPSS (Statistical Package for Social Sciences) software package version 16. This package helped in establishment of findings through means, frequencies and percentages. Demographic characteristics of respondents were analyzed through frequencies and percentages.

However, extent of Child labour and female education rights in Waberi District, Somalia of female students was established through basic descriptive statistics such as means. Further still, significant difference and significant relationship between the two study variables was determined by the Pearson’s Linear Correlation Coefficient at 0.05 level of significance and regression model analysis. Data on effectiveness in Child labour and female education rights in Waberi District, Somalia of female students was interpreted. However, qualitative data was acquired from interview schedules that with the respondents.

3.8 Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher: all questionnaires were coded to provide anonymity of respondents responses, solicit permission through a written request to the concerned officials of the organisations included in the study,

respondents were requested to sign the Informed Consent Form, no respondents were threatened or coerced to participate, authors quoted was fully recognized through citation and referencing and present the findings in a generalized manner.

3.9 Limitations of the Study

The research instrument on communication is not standardized, validity and reliability test was tested and the results were good and provided a basis for carrying out the rest of the study.

The questionnaires that was structured in English was caused major a limitation because the respondents did not understand the concept of the research. However this was solved through, improvising translators to help and cater for local people Waberi villages who might not understand English well.

The researcher was constraints to access the respondents especially Government officials and Local NGO representatives due to their tight, busy schedules arising from their job responsibility. Therefore with this, the respondent was arranged appointments with them especially over the weekends when they are off duty.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the data collected from primary sources as well as the analysis, interpretation and discussion of findings, with reference to study objectives and related literature.

4.1 Response Rate

These measures the number of responses attained on the questionnaires that were sent in the respondents. The information for the study was attained from 230 questionnaire responses out of the 232 questionnaires that were sent.

Table 4.1: Response Rate

Response	Frequency	Percentage (%)
Filled in questionnaires	230	99%
Non response	2	1%
Total	232	100.0

((Source: Primary Data, 2023))

From the study findings in table 4.1 above shows the response rate of a targeted sample of 232 respondents. However, out of 232 questionnaires distributed 230 respondents completely filled in and returned the questionnaires, this represented a 99% response rate. This is a reliable response rate for analysis as Mugenda and Mugenda (2023) showed that 50% of response rate is sufficient for analysis and presentation of the data, 60% is reliable and 70% of response rate and over is excellent. However, 10% of the respondent were reluctant to responded to fill the questionnaire this was due to reasons like, the respondent were not available to fill them in at the required time and even after subsequent follow-up there were no positive reactions from them. However this did not affect the findings since the response rate was satisfactorily for measurement.

4.2 Demographic Characteristics

The study aimed to establish the general information about the respondent. The study used this information to base the study finding on the experience of the respondents and familiarity of the respondent to the information that the study sought.

4.2.1 Gender

Gender of the respondents was collected to establish the composition of the respondents as regards to the two sex of male and female.

Table 4.2: Showing sex of respondents

Gender	Frequency	Percentage
Male	160	70%
Female	70	30%
Total	230	100%

(Source: Primary Data, 2023)

Further the study aimed to establish the distribution of respondents gender. According to the study findings most (70%) of the respondents were male while the rest 30% were female. This implies that majority of most of the employees in regulatory bodies are male while their counterpart occupies only small portion. The study findings for the study indicate that the study was attained from the respondents with appropriate information for the study. Data was attained from all the respondents for the study hence gender is not doubted on the study.

4.2.2 Age Bracket

The age of the respondents was collected and respondents were categorized to falling in the ages of 15-30, 31-46, 47 and above.

Table 4.3: Showing age bracket

Age	Frequency	Percentage
15-30	72	31%
31-46	115	50%
47 and above	43	19%
Total	230	100%

(Source: Primary Data, 2023)

From the study table 4.3 shows that 31% of the respondents aged 15.-30 years, 50% of aged 31-46 years, 19% were aged between 47 years and above. This depicts that majority of the regulatory bodies employees were aged between 31-46 years as shown by a total of 50% within the categories. The study findings indicate that the information was attained from mature respondents, the information attained from respondents in understanding concerning child labour and its effect on education rights in Waberi district. The results indicate that all the age categories of the community members are involved in the state of child labour in education rights.

4.2.3 Marital Status of respondents

Table 4.4: Responses on Marital status

Marital Status	Frequency	Percentage
Single	107	47%
Married	83	36%
Widow	26	11%
Divorced	14	6%
Total	230	100

(Source: Primary Data, 2023)

The results from table 4.4 shows that out Of the 230 respondents, 47% reported single, 36% reported being married, 11% reported being widow, 6% were divorced. This is a reflection of the common practice of cohabiting in modern African society. Also, the number of divorced and separated was the least, pointing to the relatively low rate of divorce and separation in Africa, as compared to the developed world where divorce averages over 40%, in the US for example, according to the United nations (2013).

4.2.4 Education Level

Table 4.5: Responses on Education Level

Response	Frequency	Percentage
No education	34	15%
Primary	80	35%
Secondary	72	31%
Tertiary	18	8%
University	26	11%
Total	230	100

(Source: Primary Data, 2023)

The findings in table 4.5 above as regards education level, majority (35%) of the 230 respondents equally reported attending primary, 31% where reported to be under secondary school level. This implies that majority of the respondents didn't have that much education despite the fact that they were literates. Further, 15% reported no education level, 8% reported having attended tertiary school and only 11% reported having attended university. Education level of respondents may be a hindering factor for the Secondary school dropout, because it requires some knowledge, which evidently, many of the beneficiaries are lacking.

4.2.5 Number of people living in household

Table 4.6: People living in household

People living in household	Frequency	Percentage
1 – 3 people	72	31%
4 – 7people	114	50%
Over 7 people	44	19%
Total	230	100%

(Source: Primary Data, 2023)

From table 4.6 above the results of the findings showed that the information about the number of people living in each household indicates that despite government efforts to control population growth over the years, there is still a problem, with majority of the households having 4–7 people 114(50%), and the second largest percentage of them having even 1-3 people with 72(31%) people in the households and lastly more than 7 with 44(19%). High population in households can be detrimental to the living standards, household savings and general improvement of life, since most of the income is utilized for consumption.

4.2.5 Occupation of respondents

Data was collected from the respondents about their main occupation in Waberi District, Somalia

Table 4.7: Showing Main Occupation

Main occupation	Frequency	Percentage
Farmer	102	44%
Bodaboda rider	18	9%
Brick making	30	13%
Carpentry and joinery	36	16%
Small scale trading	44	19%
Total	230	100%

(Source: Primary Data, 2023)

Results on table 4.7 above showed that the respondents' main occupations indicate that most of the respondents were farmers practicing both crop and livestock farming with 102(44%), followed by the small scale trading with 44(19%), followed by the Carpentry and joinery with 30(16) and the least number of them were Bodaboda Rider with 18(9%). Considering the fact that Somalia is largely an agricultural economy, this is not surprising, and it illustrates how significant the project suitability is because it addresses the situation of most of the households. However, it is quite limiting in the process of economic diversification in that most of the people that would be required to work in other fields are in agriculture.

4.3. Findings on the effect of Child labour on education enrolment of female students

The first specific objective was to examine the effect of Child labour on education enrolment of female students. Descriptive statistics were used to analyse the variables under study. Data on The effect of Child labour on education enrolment of female students were collected based on the respondents' understanding and judgment of the performance of the programme. The responses are in respect of this question as shown below:

Table 4.8: Responses about Effect of Child labour on education enrolment of female students.

The Effect of Child labour on education enrolment of female students	N	Mean	Std. Deviation	Interpretation
Do teachers support the female students to fill-up the form and then submit it to the college or school	230	3.35	1.830	Very Good
Poor accountability on enrolment of female students by school heads due to limited knowledge on financial management.	230	3.05	1.746	Good
There is increased class enrolment right of female students.	230	2.78	1.667	Good
Parents are informed of the dangers of not supporting enrolment of female students to their future.	230	2.46	1.568	Poor
There is community sensitization on enrolment rights of female students in Waberi District.	230	3.134	1.168	Good
There is a reasonable fee charged for each year of study and is payable at enrollment of students.	230	2.673	1.475	Good
There is improved time of advertisement of enrolment rights of female students	230	3.05	1.746	Good
There are standing laws towards those neglecting the rights of enrolment of female students in Waberi district.	230	2.78	1.667	Good
Average Mean		2.96	1.534	Good

Source: Primary Data 2023

The following mean ranges were used to arrive at the mean of the individual indicators and interpretation: For the **effect of Child labour on education enrolment of female students.**

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Poor
1.00-1.75	Strongly disagree	Very poor

Results in table 4.6 indicated that the effect of child labour on education enrolment of female students was rated good and this was indicated by the overall mean of 2.96, implying that there is need of efforts to address the impact of child labor on the education enrollment of female students should focus on both eradicating child labor and promoting girls' access to quality education. This includes enacting and enforcing child labor laws, providing financial incentives for families to send their children to school, creating safe and supportive learning environments, and challenging gender norms that perpetuate these disparities. Education is a fundamental right and a key tool in breaking the cycle of child labor and poverty, and it is crucial to ensure that all children, regardless of gender, have the opportunity to access quality education.

The study results on whether do teachers support the female students to fill-up the form and then submit it to the college or school, this was rated very good with mean of 3.35 standard deviation 1.830, implying that this shows that teachers support the female students to fill-up the form, hence helping them in the education enrolment in Waberi district, Somalia.

More so the results on whether there is poor accountability on enrolment of female students by school heads due to limited knowledge on financial management, this was rated good with a mean of 3.05 standard 1.746, implying that there is poor accountability on enrolment of female students by school heads due to limited knowledge on financial management, hence leading to a decline in the enrolment of female students in Waberi district, Somalia.

Furthermore the results on whether there is increased class enrolment right of female students, and this was rated good with a mean of 2.78 standard deviation 1.667, this implies that there is increased class enrolment rights of female students in Waberi district, Somalia. Hence less

female child laborers are at increased risk of exploitation, including child trafficking, sexual exploitation, and forced early marriages.

Still results show that parents are being informed of the dangers of not supporting enrolment of female students to their future, and this was rated poor with a mean of 2.46 and standard deviation of 1.568, hence implying that there is need for sensitization towards the parents on the dangers of not supporting female students into schools in Waberi district.

More so the results on whether there is community sensitization on enrolment rights of female students in Waberi District, this was rated good with a mean of 3.134 standard deviation 1.168, this was rated good, implying that there is government and the media have done their part to sensitize the community the enrolment rights of female students in Waberi district.

Still results show that the findings on whether there is a reasonable fee charged for each year of study and is payable at enrollment of students and this was rated good with a mean of 2.673 standard deviation 1.475, implying that child labor often compels girls to work at a young age, making them unavailable for school. Many girls are forced to prioritize work over education, leading to lower enrollment rates.

Furthermore the results on whether there is improved time of advertisement of enrolment rights of female students and this was rated in good with mean of 3.05, standard deviation of 1.746, hence implying that improved time of advertisement of enrolment rights of female students, however the balancing work and school is challenging for child laborers. The long hours spent on labor-intensive tasks leave little time for studying or attending classes, affecting their ability to regularly attend school.

Lastly on the results on whether there are standing laws towards those neglecting the rights of enrolment of female students in Waberi district and this was rated good with a mean of 2.78, standard deviation of 1.667, hence implying that the respondents in agreement that there are standing laws towards those neglecting the rights of enrolment of female students in Waberi

district, which needs emphasis on increasing these enrolment rights where child labor can have a detrimental effect on the education enrollment of female students in several ways. While it impacts both male and female students, girls are often disproportionately affected due to existing gender disparities.

Qualitative findings

On whether there are services being provided by School administrators towards effect of Child labour on education enrolment of female students.

However one of the officials who were interviewed mentioned that;

“Many homes have started to realize the importance of educating children. This takes away the phobia of even operating things like phones, or computers which can help out in today's world.”... (KII- Somalia Children's Charity Foundation on the 30th September 2023)

“Children can now have enough time to attend to school activities since they are no longer subjected to exploitative work at home” ... (KII- African Network for Prevention Against Child Abuse and Neglect Somalia on 28th September 2023)

“Child school attendance has greatly improved as many families have realized the importance of education. However, other factors have also increased child school attendance such as proximity, improving household income etc.” ... (KII-Save the Children, Child Specialist on 28th September 2023)

“Many families in Waberi are aware of the consequences of not schooling their children hence do not want to risk their future” ... (KII- Somalia Charity Organization on 31st September 2023)

4.4 Findings on the effect of Child labour on Education retention of female students Waberi-Somalia.

Objective number two of the study was to establish the effect of Child labour on Education retention of female students Waberi-Somalia. Several questions were asked and the responses are summarized, analyzed and interpreted below:

Table 4.9: Response on whether the effects of Child labour on Education retention of female students Waberi-Somalia.

The effect of Child labour on Education retention of female students Waberi-Somalia	N	Mean	Std. Deviation	Interpretation
The institutions participate in counseling of female students which increases on their retention in schools for a better and bright future.	230	3.27	1.808	Very Good
Do institutions participation in supporting education management of female students helped to strengthen education retention in schools.	230	3.21	1.792	Good
There is increased class retention of female students in Waberi District due to influence of child labour from their homes	230	2.82	1.679	Good
Female student's participation in educations empowers and enhances their ability to contribute to the wider development process as new skills are learned and new norms adopted.	230	2.18	1.476	Poor
There is increased emphasis on educational emotional support to girl children in schools who have faced child labour scenarios.	230	2.87	1.694	Good
There is increased support of leadership rights of female students in schools in Waberi district.	230	2.439	1.283	Poor
The community has participated in the enforcement the equal right to quality education of everyone and committed to achieving gender equality in all fields.	230	2.865	1.159	Good
Girls who participate in education are less likely to marry young and more likely to lead healthy, productive lives.	230	3.21	1.792	Good
Average Mean		2.82	1.679	Good

Source: Primary Data 2023

The following mean ranges were used to arrive at the mean of the individual indicators and interpretation: For the effect of Child labour on Education retention of female students Waberi-Somalia.

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Poor
1.00-1.75	Strongly disagree	Very poor

From table 4.10 with respect to the effect of child labour on Education retention of female students Waberi-Somalia, this rated good and this was indicated by the average mean of 2.87, hence implying that there is need for increase on the efforts to improve the education retention of female students in Waberi, Somalia, should include addressing child labor, promoting financial incentives for families to send their children to school, creating safe and supportive learning environments, and challenging traditional gender norms. It's crucial to provide comprehensive support systems to enable female students to balance their responsibilities and educational aspirations, as well as to ensure that they are protected from exploitation and early marriage. Education is a fundamental right and a key tool in breaking the cycle of child labor and poverty.

On whether the institutions participate in counseling of female students which increases on their retention in schools for a better and bright future (mean=3.27), this was rated very good implying that institutions participate in counseling of female students which increases on their retention in schools for a better and bright future hence improving education retention among female students in Waberi district, Somalia. On whether do institutions participation in supporting education management of female students helped to strengthen education retention in schools (mean=3.21), this was rated good thus this implies that do institutions participation in supporting education management of female students helped to strengthen education retention in schools, hence increasing support in the community more so this means that with development in schools makes female students not only depend on their parents but use teachers counseling services provided by the institutions.

Concerning whether there is increased class retention of female students in Waberi District due to influence of child labour from their homes and this was rated good by the average mean of 2.82, thus this indicates that there is increased class retention of female students in Waberi District. However the results also show that whether female student's participation in educations empowers and enhances their ability to contribute to the wider development process as new skills are learned and new norms adopted and was rated poor with a mean of 2.18 and this indicated that either the respondents were not sure or disagreed on the statement that female student's participation in educations empowers and enhances their ability to contribute to the wider development process as new skills are learned and new norms adopted. Thus the need to contribute to family income or household chores can disrupt their education, making it difficult for them to stay in school.

More so for the issue of there is increased emphasis on educational emotional support to girl children in schools who have faced child labour scenarios this was rated good by the average mean of 2.87, this implies that there is increased emphasis on educational emotional support to girl children in schools who have faced child labour scenarios such as girls engaged in child labor may struggle to attend school regularly. They may miss classes due to work responsibilities, leading to gaps in their education and reduced retention rates.

Furthermore study results concerning whether there is increased support of leadership rights of female students in schools in Waberi district, this was rated poor with a mean (2.439), hence implying that there is increased support of leadership rights of female students in schools in Waberi district.

More so the study results the community has participated in the enforcement the equal right to quality education of everyone and committed to achieving gender equality in all fields this was rated good with a mean of 2.865, hence implying that the community has participated in the enforcement the equal right to quality education of everyone and committed to achieving gender equality in all fields, thus reducing on the balancing work and school can be overwhelming for many female students. This often resulted in academic underperformance, making them less likely to continue their education.

Lastly on the study results concerning whether girls who participate in education are less likely to marry young and more likely to lead healthy, productive lives, this was rated good with a mean of 3.21, hence implying that girls who participate in education are less likely to marry young and more likely to lead healthy, productive lives, we team up with local organizations and the private sector to strengthen the systems that deliver services to women and families before, during and after emergencies. Our emergency programs seek to bridge Human Rights action and needs and improve their lives well into the future.

Qualitative findings

On whether there are the effects of Child labour on Education retention of female students Waberi-Somalia.

However one of the respondents who were interviewed mentioned that;

“The Child labour policies because of their elite-centric nature, it is only fairly implemented in the elite economically empowered families in the urban vicinities. Where at least children are not so much into the provision of labour at the expense of their school attendance. whereas it is completely the opposite in the rural setting. family due to the abject poverty, unaware of the policies, child labour has continued to disrupt the well school attendance of these not only village but also slum children. So the overall outlook is that there is need to deepen child labour policies to reach the common man family settings if the policies are to impact positively on children.”...(KII-Save the Children on 28th September 2023)

“Child labour policies have increased legal and social protection actions which have enabled families to enroll their children in schools”...(KII-Somalia Charity Organization on 31st September 2023)

“Family Court’s role is to nurture children can grow up as responsible citizens by teaching them how to behave, work for themselves, and be independent. The role of the children's court is to settle child labor cases,

help unite families, and homes, hence realizing a good understanding among the community members.”...(KII-Somalia Children's Charity Foundation on 30th September 2023)

“To provide for the care, protection and maintenance of children; to provide for local authority support for children; to establish a family and children court; to make provision for children charged with offences and for other connected purposes”...(KII Save the Children, Child Specialist on 28th September 2023)

“The family and children's court has helped to release children from bondage of harmful labour and providing for school enrollment” ... (KII- Probation Officer on 29th September 2023)

“The Family court has helped children to have their rights granted to them by their parents and guardians” ... (KII-Girl Child Advocacy Initiative on 1st October, 2023)

4.5 Findings on the effect of Child labour on educational performance of female students in Waberi-Somalia

Objective number three of the study was to find out effect of Child labour on educational performance of female students in Waberi-Somalia the responses in this area are presented, analyzed and discussed below:

Table 4.10: Response on the effect of Child labour on educational performance of female students in Waberi-Somalia

The effect of Child labour on educational performance of female students in Waberi-Somalia	N	Mean	Std. Deviation	Interpretation
There is provision of books towards female students in Waberi district in order to boost their education performance.	230	2.52	1.587	Good
There is provision of food towards female students in Waberi district in order to boost their education performance.	230	2.76	1.661	Good
There is provision of medicine towards female students in Waberi in order to boost their education performance.	230	2.40	1.549	Poor
The institutions have provided proper washrooms for female gender students which improves on their health and education performance.	230	2.85	1.688	Good
There is provision of clothing towards female students which boosts their education performance.	230	3.68	1.918	Very Good
There is provision of shelter for a better educative female child, hence boosting their educational performance.	230	2.479	1.146	Poor
There is provision of transportation services for female students which makes them reach on time at school without road disturbances.	230	3.369	1.592	Good
There is provision of communication facilities for female students in order to boost their education performance.	230	3.27	1.808	Good
Average Mean		2.87	1.592	Good

Source: Primary Data 2023

The following mean ranges were used to interpret the means: For the effect of Child labour on educational performance of female students in Waberi-Somalia.

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Poor
1.00-1.75	Strongly disagree	Very poor

From table 4.10 with respect to the effect of Child labour on educational performance of female students in Waberi-Somalia, this rated good and this was indicated by the average mean of 2.87, hence implying that there is need to increase on the Efforts to mitigate the impact of child labor on the educational performance of female students in Waberi, Somalia, should focus on addressing child labor practices, providing academic support, and creating an environment where girls can balance their responsibilities. This includes enacting and enforcing child labor laws, offering after-school tutoring and support programs, and promoting community awareness about the importance of girls' education. By addressing the root causes of child labor and supporting female students in their education, it is possible to improve their educational performance and open up better opportunities for their future.

Results in table 4.10 indicated that there is provision of books towards female students in Waberi district in order to boost their education performance and this was rated good and indicated by the overall mean of 2.52, which implies that there is provision of books towards female students in Waberi district in order to boost their education performance. And this becomes an advantage to the management of institutions when increasing on the provision of books towards female students hence increasing on the education performance.

Study results concerning whether there is provision of food towards female students in Waberi district in order to boost their education performance and this was rated good (mean=2.76), this implies that there is provision of food towards female students in Waberi district in order to boost their education performance, and it also implies that some the provision food towards the student increases on the brain capacity hence increasing on their education performance in Waberi-Somalia.

More so concerning whether there is provision of medicine towards female students in Waberi in order to boost their education performance was ranked as poor (mean=2.52), however this indicates that there is provision of medicine towards female students in Waberi in order to boost their education performance, this statement disagrees with USAID (2020), which noted that providing a life-cycle approach to programming provides a helpful framework to identify priority and sustainable interventions during the early childhood stage and to ensure a continuum of quality care, health services, protection and education as a child transitions from birth into and through the first grades of primary school.

Results further indicated that the institutions have provided proper washrooms for female gender students which improves on their health and education performance was rated Good (mean=2.85), however this implies that the institutions have provided proper washrooms for female gender students which improves on their health and education performance which is a natural starting point for identifying and addressing the needs of women.

More so concerning whether there is provision of clothing towards female students which boosts their education performance and was rated very good as (mean=3.68), this showed that there is provision of clothing towards female students which boosts their education performance and reducing their struggle to look for money for such supports.

Furthermore study results concerning whether there is provision of shelter for a better educative female child, hence boosting their educational performance, this was rated poor with a mean (2.479), implying that the respondents disagreed in response to the statement which shows that there is no provision of shelter for a better educative female child, hence boosting their educational performance.

Study results on whether there is provision of transportation services for female students which makes them reach on time at school without road disturbances, this was rated good with a mean of 3.369, this implies that there is provision of transportation services for female students which makes them reach on time at school without road disturbances from drawlers and other male counterparts on the way.

Lastly study results on whether there is provision of communication facilities for female students in order to boost their education performance, this was rated good with a mean of 3.29, this implies that there is provision of communication facilities for female students in order to boost their education performance.

Qualitative findings

On whether there are effects of Child labour on educational performance of female students in Waberi-Somalia.

“The secretary has encouraged parents to give care and education to their children in the community which has promoted development of several children in Waberi” ... (KII Labour Officer on 5th October 2023)

“Although secretaries have a big role to play, most of the secretaries are amateurs therefore lack the expertise of appropriately exercise competent skills and knowledge.” ... (KII-Save the Children on 30th September 2023)

“The secretary has increased awareness about children social development in the community” ... (KII- Uganda Charity Organization on 31st September 2023)

“The secretary monitors children’s affairs at community level and hence bridging the gap between parents and the children. Parents are reminded of their obligations at the grass root level” ... (KII-Probation Officer on 29th September 2023)

“The secretary in Waberi has played a supervisory role to ensure good care and education is accorded to the children” ... (KII-Girl Child Advocacy Initiative on 1st October 2023)

“Through ensuring that free education is available for all, also elimination of corporal punishments in schools thereby increasing enrollment and reduction of dropout rates increased.” ... (KII-Labour Officer on 5th October 2023).

“Through its articles which elucidate any forms of harmful labour plus providing necessary care to all children irrespective of their nature, the Children's Act has helped to protect the children from discrimination”...(KII- CDO on 1st October, 2023)

“The Act gives absolute freedom to children and rights plus elimination of harmful labour activities to children and also ensuring that all children irrespective of their nature are accorded care.”...(KII-Labour Officer on 5th October, 2023)

“Children's Act has increased public protection of children against violence. The populace has risen against violations such as child trafficking, sacrifice etc.”...(KII Save the Children, Child Specialist on 28th September 2023)

“It has provided guidelines on proper parenting and care for children plus creating awareness of the proper care needed by children”...(KII-African Network for Prevention Against Child Abuse and Neglect Uganda on 28th September 2023)

4.6 Objective One; The Effect of Child labour on Education enrolment of female students in Waberi district, Somalia.

The first research objective of the study was to determine the effect of child labour on education enrolment of female students in Waberi district, Somalia. The results based on simple regression analysis are presented below.

Table 4.11: Effect of Child labour on Education enrolment of female students

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.186 ^a	.035	.032	.46011

a. Predictors: (Constant), Child labour

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.804	1	2.804	13.245	.000 ^b
	Residual	78.119	369	.212		
	Total	80.923	370			

a. Dependent Variable: Education enrolment of female students

b. Predictors: (Constant), Child labour

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.748	.104		26.400	.000
	Child labour	.143	.039	.186	3.639	.000

a. Dependent Variable: Education enrolment of female students

Source: Field Data, 2023

Results in table above regarding the effect of Child labour on Education enrolment of female students in Waberi district, Somalia present the R-square value of .186 the value indicate that Child labour affect protection of girl child in Waberi district, Somalia by 18.6%.The presence of the error estimate reveal that .46011 reveal the closer scatter of data.

The ANOVA table reveal that there was a significant effect of Child labour on Education enrolment of female students in Waberi district, Somalia, and the Sig value of 0.020 indicate that there was a significant effect between Child labour and Education enrolment of female students in Waberi district.

Concerning the coefficients the study reveal that both coefficients of significance are below the level of significance with the constant at 000 and that of Child labour was at 0.000. The results imply that there is a significant effect of Child labour on enrolment of female students in schools. The study rejects the null hypothesis and concludes that there was a significant effect of child labour and education enrolment of female students in Waberi district. It means that there is need to provide measures on reducing the state of child labour in order to increase on the education enrolment of female children in Waberi district.

4.7 Objective two: Effect of Child labour on education retention of female students in Waberi district, Somalia

The second research objective was to examine the effect of Child labour on education retention of female students in Waberi district, Somalia. The data collected based on the field findings is presented in the regression analysis below.

Table 4.5: Effect of Child labour on education retention of female students

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.164 ^a	.027	.024	.46197

a. Predictors: (Constant), Child labour

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.174	1	2.174	10.185	.002 ^b
	Residual	78.749	369	.213		
	Total	80.923	370			

a. Dependent Variable: Education retention of female students

b. Predictors: (Constant), Child labour

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.481	.117		29.840	.000
	Humanitarian Livelihood services	.147	.046	.164	3.191	.002

a. Dependent Variable: Education retention of female students

Source: Field Data, 2023

Results in table above regarding the Effect of Child labour on education retention of female students in Waberi district, Somalia present the R-square value of .164^a the value indicate that Child labour affect protection of girl child in Waberi district, Somalia by 16.4%. The presence of the error estimate reveal that .46197 reveal the closer scatter of data.

The ANOVA table reveal that there was a significant Effect of Child labour on education retention of female students in Waberi district, Somalia, and the Sig value of 0.002 indicate that there was a significant effect between child labour and Education retention of female students in Waberi district.

Concerning the coefficients the study reveal that both coefficients of significance are below the level of significance with the constant at 0.000 and that of Child labour was at 0.000. The results imply that there is a significant effect of child labour on Education retention of female students. The researcher rejects the null hypothesis and concludes that there was a significant effect of Child labour on education retention of female students in Waberi district. It means that improving the state of child labour can enhance girl child protection in Waberi district.

4.8 Objective three: Effect of Child labour on educational performance of female students in Waberi district, Somalia.

The third research objective was to establish the Effect of Child labour on educational performance of female students in Waberi district, Somalia. The data collected based on simple regression analysis is presented in the findings below.

Table 4.6: Effect of Child labour on educational performance of female students in Waberi district, Somalia.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.117 ^a	.014	.011	.46510

a. Predictors: (Constant), Child labour

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.103	1	1.103	5.100	.025 ^b
	Residual	79.820	369	.216		
	Total	80.923	370			

a. Dependent Variable: Educational performance of female students

b. Predictors: (Constant), Child labour

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.805	.140		20.022	.000
	Child labour	.103	.045	.117	2.258	.025

a. Dependent Variable: Educational performance of female students

Source: Field Data, 2023

Results in table above regarding the Effect of Child labour on educational performance of female students in Waberi district, Somalia present the R-square value of .014, the value indicate that Child labour affect educational performance of female students in Waberi district, Somalia by 1.4%.The presence of the error estimate reveal that .46510 reveal the closer scatter of data.

The ANOVA table reveal that there was a significant Effect of Child labour on educational performance of female students in Waberi district, Somalia, and the Sig value of 0.025 indicate that there was a significant effect between Child labour and Educational performance of female students in Waberi district.

Concerning the coefficients the study reveals that both coefficients of significance are below the level of significance with the constant at 000 and that of Child labour was at 0.025. The results imply that there is a significant effect of Child labour on educational performance of female students. The researcher rejects the null hypothesis and concludes that there was a significant effect of Child labour and educational performance of female students in Waberi district. It means that improving the state of Child labour can enhance girl child protection in Waberi district.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a discussion on the major findings of the study, conclusion and recommendations. The study assessed and established youth involvement and Secondary school dropout in Waberi District,, Somalia. The discussion is done in line with the study objectives which include to examine the effect of Child labour on education enrolment of female students in Waberi District,, Somalia, to assess the effect of child labour on education retention among students in relation to child labour in Waberi District, Somalia and to examine the effect of child labour on the educational performance of female students in Waberi District, Somalia.

5.1 Discussion of findings

5.1.1 The effect of Child labour on education enrolment of female students.

The findings indicated that the effect of child labour on education enrolment of female students was rated good and this was indicated by the overall mean of 2.96, implying that there is need of efforts to address the impact of child labor on the education enrollment of female students should focus on both eradicating child labor and promoting girls' access to quality education. This includes enacting and enforcing child labor laws, providing financial incentives for families to send their children to school, creating safe and supportive learning environments, and challenging gender norms that perpetuate these disparities. Education is a fundamental right and a key tool in breaking the cycle of child labor and poverty, and it is crucial to ensure that all children, regardless of gender, have the opportunity to access quality education. The findings were in line with Guarcello et *al.*, (2015), who found out that household chores are the most important form of work performed by children. However, these findings may only apply to developing countries such as Somalia which are characterized by heavy dependency on agriculture, low levels of technological development and biting poverty. The case in developed countries may be different. Technological innovation, in developed world, brought as a part of industrialization, together with a rise in living standard, demographic change, the introduction of

compulsory schooling, and the development of primary and technical education, contributed to the great decline in child labour (Suda, 2021).

The study results on whether do teachers support the female students to fill-up the form and then submit it to the college or school, this was rated very good with mean of 3.35 standard deviation 1.830, implying that this shows that teachers support the female students to fill-up the form, hence helping them in the education enrolment in Waberi district, Somalia. The findings were in line with Khanam, and Rahman, (2017), who emphasized that parallel to the endeavors to regulate the (adult) labour market, the League of Nations and later the United Nations (UN) strived to abolish slavery and forced labour. Children were not dealt with specifically until the UN's Supplementary Convention on the Abolition of Slavery (2022), which included children "delivered to another person with a view to the exploitation of the child" in a list of slavery-like practices (Khanam, & Rahman, 2017). Ten years later children were mentioned in one of the fundamental UN human rights treaties, the International Convention on Economic, Social and Cultural Rights, which obliges state parties to criminalize employment of children under conditions "harmful to their morals or health" (Article 10). The perspective of the human rights treaties of the UN differed from that of the ILO: the former addressed the well-being and development of the child, and thus adopted the protective approach that had long prevailed in philanthropy and welfare legislation throughout the industrialized world (Kondylis, & Manacorda, 2019).

More so the results on whether there is poor accountability on enrolment of female students by school heads due to limited knowledge on financial management, this was rated good with a mean of 3.05 standard 1.746, implying that there is poor accountability on enrolment of female students by school heads due to limited knowledge on financial management, hence leading to a decline in the enrolment of female students in Waberi district, Somalia. The findings were in line with Kipkoech, (2021), who reported that a big number of children who are having difficulties in their academic progress are not receiving adequate help at home. Their parents are not willing or are unavailable to devote much time to their children's academic performance but engage them in domestic chores at the expense of supervising their homework. Thus, child labour takes away

pupils time which is meant for assignments (studying and doing homework), Togunde (2016) to improve school examination performance.

Furthermore the results on whether there is increased class enrolment right of female students, and this was rated good with a mean of 2.78 standard deviation 1.667, this implies that there is increased class enrolment rights of female students in Waberi district, Somalia. Hence less female child laborers are at increased risk of exploitation, including child trafficking, sexual exploitation, and forced early marriages. The findings were in line with Omenge and Nasongo, (2020), who revealed that student's engagement in domestic tasks made them to sleep late and wake up early. In addition to this, learners lamented that their participation in domestic tasks never left them with enough time for doing school assignments and also conducting private study. Other scholars have also reported that the fact that a child's working time increases the probability of failing a grade (or grade repetition) and even dropping out of school (Psacharopoulos, 2017; Patrinos and Psacharopoulos, 2017). Ray and Lancaster (2023) also found a negative effect of child labour on school outcomes due to limited reading time.

Still results show that parents are being informed of the dangers of not supporting enrolment of female students to their future, and this was rated poor with a mean of 2.46 and standard deviation of 1.568, hence implying that there is need for sensitization towards the parents on the dangers of not supporting female students into schools in Waberi district. The findings were in disagreements with OECD, (2017) report although it is now common to refer to "evidence-informed policy making", the term actually reflects a variety of different processes and uses of evidence, not all of which would be considered as real examples of the process. Yet accessing, understanding, and interpreting research is a difficult task, and one that cannot be learned overnight or without explicit training. Capacity building in this area thus includes fora that bring together researchers and local policy makers to share relevant research and discuss applicability to policy needs, training policy makers to interpret research, and providing structures (e.g. brokerage agencies) that help to strengthen the links between policy and research, assess legitimacy and rigor of the research, and build cooperation and trust (OECD, 2017).

5.1.2 The effect of Child labour on Education retention of female students Waberi-Somalia.

The findings in table 4.9 with respect to the effect of child labour on Education retention of female students Waberi-Somalia, this rated good and this was indicated by the average mean of 2.87, hence implying that there is need for increase on the efforts to improve the education retention of female students in Waberi, Somalia, should include addressing child labor, promoting financial incentives for families to send their children to school, creating safe and supportive learning environments, and challenging traditional gender norms. It's crucial to provide comprehensive support systems to enable female students to balance their responsibilities and educational aspirations, as well as to ensure that they are protected from exploitation and early marriage. Education is a fundamental right and a key tool in breaking the cycle of child labor and poverty. The findings were in line with Mughal, (2015), who noted that as education systems must increasingly respond to new societal, economic and individual needs, it is arguably the local level that is most challenged by these developments. It is at this level that education policies must be implemented, and it is here that they either succeed or fail. A key element of successful policy reform implementation is ensuring that local stakeholders such as policy makers, school leaders, teachers and parents have sufficient capacity to meet this challenge. In particular, they need adequate knowledge of educational policy goals and of the consequences that implementing these policy goals were had for their respective environments, and they need the tools to implement them as planned. Without these, the best policy reform risks being derailed at the level where it counts most: in the classroom. Despite broad agreement on the importance this step, very often implementing educational policy goals on the local level is an unexpectedly difficult endeavour. Hidden within the implementation process are a number of difficult challenges (Mughal, 2015).

On whether the institutions participate in counseling of female students which increases on their retention in schools for a better and bright future (mean=3.27), this was rated very good implying that institutions participate in counseling of female students which increases on their retention in schools for a better and bright future hence improving education retention among female students in Waberi district, Somalia. On whether do institutions participation in supporting education management of female students helped to strengthen education retention in schools

(mean=3.21), this was rated good thus this implies that do institutions participation in supporting education management of female students helped to strengthen education retention in schools, hence increasing support in the community more so this means that with development in schools makes female students not only depend on their parents but use teachers counseling services provided by the institutions.

Concerning whether there is increased class retention of female students in Waberi District due to influence of child labour from their homes and this was rated good by the average mean of 2.82, thus this indicates that there is increased class retention of female students in Waberi District. However the results also show that whether female student's participation in educations empowers and enhances their ability to contribute to the wider development process as new skills are learned and new norms adopted and was rated poor with a mean of 2.18 and this indicated that either the respondents were not sure or disagreed on the statement that female student's participation in educations empowers and enhances their ability to contribute to the wider development process as new skills are learned and new norms adopted. Thus the need to contribute to family income or household chores can disrupt their education, making it difficult for them to stay in school. The findings were in line with Hanushek, and Lavy, (2018), both authors emphasized that household characteristics includes parent's education level, and household income while community characteristics includes the distance to the nearest school, the quality of schooling, and the cost associated with schooling (Hanushek, and Lavy, 2018). Several studies have used single equation binary response models to analyze child labour and child schooling participation. Either such a model recognizes only two possibilities, in case of child labour, the child works or not while in the case of schooling, the child either attends school or does not.

More so for the issue of there is increased emphasis on educational emotional support to girl children in schools who have faced child labour scenarios this was rated good by the average mean of 2.87, this implies that there is increased emphasis on educational emotional support to girl children in schools who have faced child labour scenarios such as girls engaged in child labor may struggle to attend school regularly. They may miss classes due to work responsibilities, leading to gaps in their education and reduced retention rates. The findings were

in disagreement with Holmes, (2016); Huebler, (2018), the authors noted that a few studies employ multiple response models to analyze child labour and child schooling participation. Since, it is not possible to determine whether the child activity categories are ordered or sequential in the response, the studies use multinomial logit model. Previous studies on child labour exist for SSA countries (e.g., Holmes, (2016); Huebler, (2018)). This study provides empirical evidence on the determinants of child labour participation and schooling in Somalia as no study exists on this topic using data from Somalia. The study used multinomial logit to model the activity status of children: whether a child attends school only, child attends both school and work, child does not attend either school or work, and child attends work only.

Furthermore study results concerning whether there is increased support of leadership rights of female students in schools in Waberi district, this was rated poor with a mean (2.439), hence implying that there is increased support of leadership rights of female students in schools in Waberi district. The findings were in agreement with Egwaikhide, (2018), Two of the most important include; raising teachers' awareness and acceptance of proposed reforms, and helping school leaders to understand what kind feedback they should gather from parents and teachers that was the most useful when forwarded to higher levels of educational governance – and how to do this. This last element, capacity building, is a necessary and crucial step that cannot be overlooked. This background paper provides an overview of capacity building of local level actors and illustrates possible interactions among the various system levels. The discussion was concentrated on the possible needs and demands for capacity building of local level actors on the individual level as opposed to the institutional or system level. Given the OECD context the discussion is necessarily general, but, clearly, the elements of capacity building on the local level are very much context dependent (Egwaikhide, 2018).

5.1.3 The effect of Child labour on educational performance of female students in Waberi-Somalia

The study findings in table 4.10 with respect to the effect of Child labour on educational performance of female students in Waberi-Somalia, this rated good and this was indicated by the average mean of 2.87, hence implying that there is need to increase on the Efforts to mitigate the impact of child labor on the educational performance of female students in Waberi, Somalia,

should focus on addressing child labor practices, providing academic support, and creating an environment where girls can balance their responsibilities. This includes enacting and enforcing child labor laws, offering after-school tutoring and support programs, and promoting community awareness about the importance of girls' education. By addressing the root causes of child labor and supporting female students in their education, it is possible to improve their educational performance and open up better opportunities for their future. The findings were in line with Pakistan and Nicaragua Ravi (2019), who emphasized that the probability of dropping out of school also increases with the time intensity a child works. For Pakistan and Nicaragua Ravi (2019) shows that the number of working hours had a negative impact on child schooling in both countries and that children residing in rural areas were more likely to dropout and that girls worked fewer hours than boys. In addition, children in rural areas worked more hours in Nicaragua and fewer hours in Pakistan. Their paper recommends a reduction in the amount of labor children perform by suggesting schemes such as income transfer.

Results in table 4.10 indicated that there is provision of books towards female students in Waberi district in order to boost their education performance and this was rated good and indicated by the overall mean of 2.52, which implies that there is provision of books towards female students in Waberi district in order to boost their education performance. And this becomes an advantage to the management of institutions when increasing on the provision of books towards female students hence increasing on the education performance. The findings were in line with Tuttle, (2016) found a negative effect of a child's working on school performance and achievement. Veale, and Tayler, (2016) who found that along with child labor and poverty, early parenthood strongly affected school dropout rates in Brazil. It is surprising that a child's working alone is not necessary to affect school attendance and that dropping out of school often leads to inactivity and not works because of the lack of employment opportunities. In addition, their results indicate that working for a few hours could generate income that can reduce the costs of school attendance for the family (World Bank, 2019). To date, most literature on this topic has explored the relationship between child labor and education performance/school attendance. However, there has not been much research directly focused on child labor and school dropout. In the Lao PDR

in particular, analysis of this issue has not been carried out due to a lack of nationally representative data.

Study results concerning whether there is provision of food towards female students in Waberi district in order to boost their education performance and this was rated good (mean=2.76), this implies that there is provision of food towards female students in Waberi district in order to boost their education performance, and it also implies that some the provision food towards the student increases on the brain capacity hence increasing on their education performance in Waberi-Somalia. The findings were in line with Roschanski (2017), who found out in his study in Western Kenya that schooling-going children performed daily tasks which included fetching water, collecting firewood, tending to cattle, cleaning and sweeping, food preparation, looking after younger siblings and guarding the house during the absence of parents. These tasks did not stand in the way of enrolment as such, but did lead to irregular school attendance. On market days especially, the attendance rate was lower, as children either go to the market to accompany their mothers, to perform small jobs, or they are needed at home while their parents are out.

More so concerning whether there is provision of medicine towards female students in Waberi in order to boost their education performance was ranked as poor (mean=2.52), however this indicates that there is provision of medicine towards female students in Waberi in order to boost their education performance, this statement disagrees with USAID (2020), which noted that providing a life-cycle approach to programming provides a helpful framework to identify priority and sustainable interventions during the early childhood stage and to ensure a continuum of quality care, health services, protection and education as a child transitions from birth into and through the first grades of primary school.

Results further indicated that the institutions have provided proper washrooms for female gender students which improves on their health and education performance was rated Good (mean=2.85), however this implies that the institutions have provided proper washrooms for female gender students which improves on their health and education performance which is a natural starting point for identifying and addressing the needs of women. The findings were in line with Hossen, (2021), that school leaders are responsible for student achievement, the

working atmosphere of teachers, and the overall character of the school. Strong school leaders excel through good personal leadership skills, managerial quality, and the strategy and vision to face the challenges and new developments of their school. Leadership skills can be developed through practice and by building a personal way of being a school leader, but they can also be nurtured and developed through formal training. Managerial and strategic skills require similar kinds of reinforcement and learning. Systems with strong school leaders deliberately seek to build a cohort of exceptional leaders both through ongoing formal training and through venues where they can update their skills through research-based knowledge and also by sharing experiences with others in similar positions.

5.2 Conclusions

Child labour in absolute reality is a potential threat to children, families, communities and the entire nation at large. Child labour alerts us to the fact that it has a negative impact on pupils' performance as many do not attend classes regularly, many lack scholastic materials and basic needs.

The findings indicate that child labour in all its forms exists and is mainly targeting poverty affected people as well as the vulnerable children. The current law on protection of children and their rights needs to be emphasized. There is need to appreciate that every economy goes through various stages of economic development. Somalia being one of the least developed nations needs to start now on the recommendations given in this research by fighting child labour in order to have a promising next generation and to strategically meet the Sustainable development goals. The bottom line here being, child labour as referred to in this content is not constructive but a hindrance to socio-economic development. Therefore, it's got to be eliminated with all available tools.

In conclusion therefore, it is pertinent to say that as much as there is a lot of combined effort by the stakeholders in Somalia made up of a tripartite arrangement inclusive of the government, workers and employers to fight child labour, the challenges faced are quite to realise total elimination of child labour. This is because the field of eliminating child labour is still new and not yet widely appreciated especially in developing countries especially in rural and hard to

reach areas like Waberi district and there is therefore lack of adequate information statistically. There is also so much ignorance by the masses that may not directly interpret the consequences of child labour on the child's feature. Also, poverty levels in LDCs remain a big challenge because with limited resources and lack of access to basic needs, child labour is seen as an opportunity and not a threat. The HIV/AIDS pandemic without a cure has continued to have adverse effects on families living child-headed households and sometimes the young taking care of the sick elders. Finally, not limited to the above challenges but among others, rapid population growth has normally contributed to the dependency burden. In such cases, poor families that are not able to sustain themselves usually send young children in search for work like in stone quarries, fishing, commercial plantations and farms, cattle grazing, collecting scraps. In conclusion therefore, much as there are efforts to fight child labour, Somalia and particularly Waberi district still has an uphill task of eliminating it totally.

Through the interviews conducted, it was generally confirmed that child labour domestic heavy workload is the most common salient type of child labour among female students in Waberi district and has for many years impacted on the performance of their education.

5.3 Recommendations

The study recommends the following as a way of fighting child labour and improves education rights among female students in schools effectively and successfully;

5.3.1 The effect of Child labour on education enrolment of female students.

The Ministry of Gender, Labour and Social Development should take a lead role in coordination, networking and building links at national level and setting tough laws against child labour and ensure enforcement. There exist a National Committee on Child Labour that will take a lead role to guide, sensitise, support, and coordinate the programmes and activities geared towards fighting child labour and improving performance especially in government rural schools. The Committee will ensure that child labour concerns are integrated in the Policy reviews,

programmes, plans, budgets and activities. The child labour unit which is a focal point on child labour matters will coordinate the implementation of the programme activities.

The roles at the national level should be reproduced and implemented at the district level. The District Labour Officer as a lead person should engage and undertake capacity building activities of partners at the district, especially the district council, social services, adult literacy and HIV/AIDS committees on planning committees, sub-county and community level through holding coordination meetings, training seminars on child labour in order to ensure integration in district budgets and logistical matters including data gathering and dissemination.

Children have a right to live and to develop to their full potential. The right is set forth in the convention on the right of the child. It is also a right guaranteed by the Declaration of the World Conference on Education for All (EFA), the world summit on children, the Salamanca statement, the Convention on Elimination of all forms of Discrimination Against Women (CEDAW), and others. The following statements emerged from these world conferences and conventions: All children, without distinction of gender, race, language, religion or of any other kind, should have the opportunity to develop to their full potential.

5.3.2 The effect of Child labour on Education retention of female students Waberi-Somalia.

Government support for institutions such as the National Committee on child labour to drive the development and implementation of appropriate social protection efforts to fight child domestic labour. Local governments have unique strengths on which they can capitalize to contribute to policy development and awareness raising on child labour at the district level.

Targeting which involves disaggregating data of the vulnerable children affected by domestic labourers, selecting a delivery channel and methods to be used for families when accessing the nature and type of support.

Capacity building of institutions in terms of human resource and their infrastructures which can be done through training on the issue of child domestic workers. Such training should include social protection appeals, labour act and policies on thematic and sectoral studies reports as well as exposure through literature and site study visits.

The International Labour Organisation has for over the last 10 years supported Action Programmes geared towards fighting child labour and all its worst forms in Somalia. There is absolutely every need to continue this support, especially building capacity of partners not only in urban areas but also in rural areas particularly Waberi district.

The poverty alleviation programmes in Somalia like the planned “Operation wealth Creation” translated into (Prosperity for all); should immediately be implemented so that it can benefit all vulnerable children through their families. If the most poor can be reached through this programme, then the risk of children dropping out of school and involving in child labour for financial and economic reasons shall have been minimized.

5.3.3 The effect of Child labour on educational performance of female students in Waberi-Somalia

Development partners especially ILO-IPEC, should liaise and mobilise resources and work with and other development partners such as UNICEF, World Vision and Save the Children in Somalia, to strengthen efforts to eliminate child labour. They can further do the following;

Identify child protection ambassadors both nationally and internationally on issues of child labour. They should be able to help monitor the child domestic workers, gather data and reports as well as training.

Assistance should be targeted towards the development of relevant and specific effective programmes which reinforce the rehabilitation of children in their communities and ensure long term sustainability and success of such interventions, for instance providing scholastic materials

and other basic needs, paying school fees and sensitizing a child laboured family on the importance of education.

Provide adequate resources and funding to key stakeholders for the rehabilitation of children. Communities which include; parents, teachers, local councils, informal leaders and clan heads should take a lead in awareness raising programmes and social mobilisation against child labour as one of the ways to improve performance in Waberi government schools at PLE. There is need for regular counseling and promotion of life skills for potential and affected children to increase sensitivity of the matter, discourage early marriage, report such cases to the relevant authority, and mobilisation resource and enhance problem identification so that emotional support is enhanced.

There is need to strengthen the Universal Primary Education sector. It is now appreciated that the early years of life to a child's physical, cognitive and emotional development are very important. As a result, more early and pre- school provision is available for children. Young children should be taught to think and make judgment about the world more than in the past, and to participate more actively in society. This approach allows children to be more resilient and to make the most of their right to make autonomous decisions

Child labour being an invisible phenomenon can be eradicated with the help of local councilors who are well involved with their respective communities. In Somalia, the local council system is so vibrant and is well founded on a "door- to-door model" of mobilization. With this kind of model, the leaders can be utilised to reach out to families and run mass awareness programmes regarding the dangers associated with child labour.

Having realized that there is a direct link between HIV/AIDS and child labour which is manifested in form of HIV/AIDS – Induced child labour, there is also need to eliminate this social evil. Somalia has been highly rated for its efforts and sensitization programmes regarding AIDS but a lot is still desired to reach out especially to the rural poor. This too can be done

through religious sections and local councils who are directly involved with the local and rural communities.

5.4 Contribution to knowledge

The study results contributed to the existing knowledge on education rights especially with regard to the causes and effects of child labour and the measures of combating the vice. This work is thus useful to policy makers and analysts, researchers and students. The study also brings awareness on the reduction of child labour in Waberi District,, Somalia so that secondary school retaining of children's is to be highly emphasized through drawing attention to the parents and guardians to protect their children from participating in risk work activities that can harm their physical and mental well-being.

5.5 Suggested areas for future study

There is absolutely every need to build a research and compilation of database. It should be continuously and periodically updated to address issues related to child labour. With support of all major key stakeholders and other related stakeholders like the central government, districts, NGOs and the community, domestic labour should be dealt with. According to the researcher, the following areas need further research;

- Government policy and child labour
- Parent's level of education and child labour
- The role of parenting on pupil's academic performance
- Parental status and child labour
- Parent's attitudes towards education and child

REFERENCES

- Ara, F., & Rahman, K. (2015). *Child labour Bangladesh perspective*. Department of public administration. Rajshahi University, Dhaka, Bangladesh.
- Becker, G.S. (2018). "Investment in human capital: a theoretical analysis." *Journal of Political Economy*, Vol.70, issue 5, part 2. Becker, G.S. (1964). *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education*, New York: Columbia University Press.
- Bhola, H.S. (2020). *Inventing a Future for Adult Education in Africa*, South Africa
- Bjerkli, C. L. (2015). *Urban services and governance*. Oslo: Norwegian University of Science and technology.
- Bloom, D. E. (2014). The effect of education on economic growth: a production function approach. *World development Journal*, 2(1), 56 – 71.
- Bratton, M., and Rothchild, D. (2018). "The Institutional Bases of Governance in Africa", in Hyden, G and Bratton, M (eds), *Governance and Politics in Africa*, London: Lynne Rienner Publishers.
- Cowden, M. (2021) What's love got to do with it? Why a child does not have a right to be loved. *Critical Review of International Social and Political Philosophy*. Published online 4 August 2021;
- Cowden, M. and Lau, J.C. (forthcoming) *The Language of Capacity and Competence in Children's Rights*.
- Dash, B. C. (2018). *Governance and Service Delivery: A Study of Power Sector Reforms in Orissa*. A thesis Submitted to the University of Mysore through the Institute for Social and Economic Change, Bangalore, for the Award of the Degree of Doctor of Philosophy in Political Science. Cape Town, South Africa.

- Dayanandan, R. (2017). Child labour Practice for Better Performance of Community Organizations. Myth and realistic *Journal of power, politics and governance, I(1)*, 25 – 40.
- Demographia World Urban Area" (PDF) (13 ed.). *Demographia*. April 2017. Retrieved 20 December 2017.
- Egwaikhide, F. O. (2018). The Roles of Service Delivery and Child labour in Institutionalization of Taxation in Nigeria: An Analytical Perspective. *Global Journal of management and business reasearch, 12(5)*, 45 – 71.
- Friedman, M. (2015).The Role of Government in Education (1955). *The Friedman Foundation for Educational Choice* RSS.< [http://www. Edchoice.Org/The-Friedmans/The-Friedmans-on-School-Choice/The-Role-of-Government-in-Education](http://www.Edchoice.Org/The-Friedmans/The-Friedmans-on-School-Choice/The-Role-of-Government-in-Education), 281995, 29.
- Horn, L., &Paslov, J. (2014). *Trends in student financing of undergraduate education: Selected years, 1995-96 to 2021-12*. Washington, DC: National Center for Education Statistics.
- Hossen, M. M. (2021). *Problems and Possibilities of good governance in Bangladesh: .* Dhaka: Comilla University.
- IFAC, (2017).*Child labour in the Public Sector - Consultation Draft for an International Framework: Consultation Draft. International Federation of A ccountants (IFAC).*(Publication). New York: IFAC.
- Ikome, F. N. (2017). *The political economy of African regional initiatives Midrand: Institute for Global Dialogue*. Johnson, I. 2017. Redefining the concept of good governance. Ontario: Canadian Development Agency.
- Jyrki, S., Ijas, F., and Larry, O. L. (2019) *The Right to Knowledge and Development Liberal Education in a Global Context*, Waberi Somalia.

- Kabendera, E., & Anderson, M. (2014, December 24). Tanzania energy scandal ousts senior politicians. *The Guardian*. Retrieved January 5, 2017, from <https://www.theguardian.com/global-development/2014/dec/24/tanzania-energy-scandal-ousts-senior-politicians>
- Kothari, C. (2016). *Research Methodology, Methods and Techniques*. New York: Willey Eastern ltd.
- Kothari, C. R. (1985). *Research Methodology- Methods and Techniques*. New Delhi: Willey Eastern ltd.
- Landry, L., & Neubauer, D. (2016). The role of the parents in providing access to higher education: the case of government-sponsored financial aid in the US. *Journal of Education and Work*, 29(1), 64-76.
- Leedy, P. A. (2021). *Practices Reasearch Planning and Design. (7th Edition)*. New Jersey: Prantice hall.
- Leni W., Victoria C., Maia K., and Dan H., (2018). *Common constraints and incentive problems in service delivery*. Overseas Development Institute. 111 Westminster Bridge Road London SE1 7JD. UK. Retrieved on 2nd January, 2016 from: www.odi.org.uk.
- Mohammed, A. J. (2017), *Institutions have failed to succeed and at the end of the day limiting youth employment in Waberi, Somalia*.
- Mughal, M. S. (2015). *Child labour for the Sustainable infrastructural development*. Karachi, Pakistan.
- Mutahaba, G. (2018). Achieving child labour and development in Tanzania: Is leadership the missing link? *ESRF Policy Brief*, 8(2), 21 – 42.
- North, D. (2018). *Governance, Growth, and Development Decision-making*. pp 26.
- Ntalaja, N. G. (2021). *Child labour of Public Services*. Paper prepared for .State Institute in Rabat, Morocco.
- OECD.(2017). *Government at a Glance 2017*.OECD. Retrieved on 10th January, 2014 from: doi:10.1787/gov_glance-2017-en
- Okekeocha, C. (2017). *A Case Study of Corruption and Public Accountability in*. Kennesaw State university. Lagos, Nigeria.

- O'Neal, T. A. (2018). *Child labour and education Service Delivery in Malawi*. Lilongwe: Free Press.
- Owino, G. C. (2021). *Role of Institutional Managers in Quality Assurance: Reflections on Kenya's University Education*. Nairobi Kenya.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A Conceptual Model of Service Quality and Its Implications for Future Research. *Journal of Marketing*, 49(4), 41-50.
- Patrick, H. J. (2017). *A Concise Introduction to Logic*. Boston: Cengage Learning Press. publications/content/PDFs/E-Library%20Archives/2017%20Public%20Governance%20Indicators_a%20Literature%20Review.pdf
- Rashid, M. H. (2018). Measuring and Achieving Quality Customer Service: A Study on Public Sector in Malaysia, *World Development*. 22(12), 1895-1907.
- Riley, T., & Ungerleider, C. (2018). Pre-service teachers' discriminatory judgements. *The Alberta Journal of Educational Research*, 54, 378-387.
- Riley, T. (2015). *The face of achievement: Influences on teacher decision making about Aboriginal students*. (Unp
- Saunders, M. L. (2017). *Research methods for business student*. New York: Prentice Hall.
- Schultz, T.W. (1961). "Education and economic growth" in N.B Henry (ed.) *Social Forces Influencing American Education*, Chicago, IL: University of Chicago Press 78
- Schultz, T.W. (1961). Investment in Human Capital. *American Economic Review*, 51, 1-17.
- Schultz, T.W. (2017). *The economic importance of human capital in modernization*. *Education economics*.1 (1), 13-19.
- Siswana, B. (2018). *Leadership and governance in the South African Public Service: An overview of the public finance management system*. Submitted in partial
- Speer, J. (2021). *Participatory Governance, Accountability, and Responsiveness*. Berlin: University of Berlin.
- Stoker, G. (2018). Governance as theory: five propositions. *International Social Science Journal*, 50(155), 17-28.

- Tadesse, T. F. (2017). *Public Roads Service Delivery and Governance: The Case of the BenishangulGumuz Regional State Rural Roads Authority*, Ethiopia. A Research Paper Presented in partial fulfillment of the requirements for obtaining the degree of Master of Arts in Development. The Hague, Netherland.
- Termentin, Fernando (13 May 2015). "[*Somalia, unanazioneche non esiste*](#)" (in Italian).*Pagine di Difesa*. Archived from [the original](#) on 5 November 2017. Retrieved 2 January 2014.
- Tikue, M. A. (2015). *Child labour in Land Administration at Local Level: The Case of Naeder Adet Woreda, Tigray Region, Ethiopia*. A Thesis Submitted to the Department of Management in Partial Fulfillment of the Requirement for the award of Masters of Arts Degree in Development. Makelele University Kampala, Somalia.
- Timoth, B. A. (2015). *Reforming Public Service Delivery*, London: Cambridge University Press.
- Uddin, S. M. (2020). *Impact of Child labour on Development in Bangladesh: A* Roskilde University Denmark.
- United Nations. (2017). *Public Governance Indicators: A Literature Review*. Retrieved January 18, 2018, from <https://publicadministration.un.org/>
- Werema, & Gilbert. ." (2018). "*Safeguarding Tourism and Tuna: Seychelles' Fight against the Somali Piracy Problem*
- Yirga, K. (2020). *Assessment of the Prevalence of Child labour in the Public .Makelele University, Kampala Somalia*.

APPENDICES

Appendix I: Questionnaire

Dear Respondents

As part of post graduate degree study requirements, I am **BADRIA NUR MOHAMED**, a student of Kampala International University (KIU) carrying out a research on **CHILD LABOUR AND FEMALE EDUCATION RIGHTS IN WABERI DISTRICT, SOMALIA: A STUDY OF FEMALE STUDENTS IN WABERI DISTRICT- SOMALIA**. I therefore kindly ask for your cooperation in this study by answering the questions in this questionnaire which helped me to get the information needed. This research is purely for academic purposes and the information obtained from you were treated with at most confidentiality. Please, take a few minutes of your time and answer the questions in the spaces provided.

Tick where necessary

SECTION A: BACKGROUND INFORMATION Provide a tick where appropriate.

1. Please indicate your gender

a) Female

b) Male

2. Kindly indicate your age bracket

a) 20-30 yrs

b) 31-40 yrs

c) 41-50 yrs

d) 51 and above

3. Kindly indicate the highest level of education attained

a) Primary level

b) Secondary level

c) Diploma

d) Bachelor degree

e) Master degree

4. Duration at residence / workplace

- a) 1-2 yrs []
- b) 3-4 yrs []
- c) 5-6 yrs []
- d) 7 years and above []

SECTION B: The effect of Child labour on education enrolment of female students of Children in Waberi- Somalia

Please tick the appropriate box depending on your level of agreement or disagreement as arranged in the 5 Likert Scale:

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

No	Statement	1	2	3	4	5
	The effect of Child labour on education enrolment of female students					
1.	Do teachers support the female students to fill-up the form and then submit it to the college or school.					
2.	Poor accountability on enrolment of female students by school heads due to limited knowledge on financial management.					
3.	There is increased class enrolment right of female students.					
4.	Parents are informed of the dangers of not supporting enrolment of female students to their future.					
5.	There is community sensitization on enrolment rights of female students in Waberi District.					
6.	There is a reasonable fee charged for each year of study and is payable at enrollment of students.					
7.	There is improved time of advertisement of enrolment rights of female students					

8.	There are standing laws towards those neglecting the rights of enrolment of female students in Waberi district.					
----	---	--	--	--	--	--

SECTION C: The effect of Child labour on Education retention of female students Waberi-Somalia

Please tick the appropriate box depending on your level of agreement or disagreement as arranged in the 5 Likert Scale:

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

No	Statement	1	2	3	4	5
1.	The institutions participate in counseling of female students which increases on their retention in schools for a better and bright future.					
2.	Do institutions participation in supporting education management of female students helped to strengthen education retention in schools.					
3.	There is increased class retention of female students in Waberi District due to influence of child labour from their homes					
4.	Female student’s participation in educations empowers and enhances their ability to contribute to the wider development process as new skills are learned and new norms adopted.					
5.	There is increased emphasis on educational emotional support to girl children in schools who have faced child labour scenarios.					
6.	There is increased support of leadership rights of female students in schools in Waberi district.					
7.	The community has participated in the enforcement the equal right to quality education of everyone and committed to achieving gender equality in all fields.					

8.	Girls who participate in education are less likely to marry young and more likely to lead healthy, productive lives.					
-----------	--	--	--	--	--	--

SECTION C: The effect of Child labour on educational performance of female students in Waberi-Somalia.

Please tick the appropriate box depending on your level of agreement or disagreement as arranged in the 5 Likert Scale:

1	2	3	4	5
Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree

No	Statement	1	2	3	4	5
1.	There is provision of books towards female students in Waberi district in order to boost their education performance.					
2.	There is provision of food towards female students in Waberi district in order to boost their education performance..					
3.	There is provision of medicine towards female students in Waberi in order to boost their education performance.					
4.	The institutions have provided proper washrooms for female gender students which improves on their health and education performance.					
5.	There is provision of clothing towards female students which boosts their education performance.					
6.	There is provision of shelter for a better educative female child, hence boosting their educational performance.					
7.	There is provision of transportation services for female students which makes them reach on time at school without road disturbances.					
8.	There is provision of communication facilities for female students in order to boost their education performance.					

END

Appendix II: Interview Guide

- 1) How do you assess child labour in the provision children's rights of education in Waberi?
- 2) What are the problems does the parents face when providing children rights of education in Waberi?
- 3) What is the effect of child labour on education enrolment of female students in primarily schools in Waberi District, Somalia?
- 4) What is the effect of child labour on education retention of female students in primarily schools in Waberi District, Somalia?
- 5) What is the effect of child labour on the educational performance of female students in primarily schools in Waberi District, Somalia?
- 6) How do you assess child labour to protect children's rights of education in Waberi?
- 7) What are the problems does the parents face when protecting children rights of education in Waberi?
- 8) How does the child labour participates in children's rights of education in Waberi?
- 9) Are there solutions to the causes of children's education rights violation

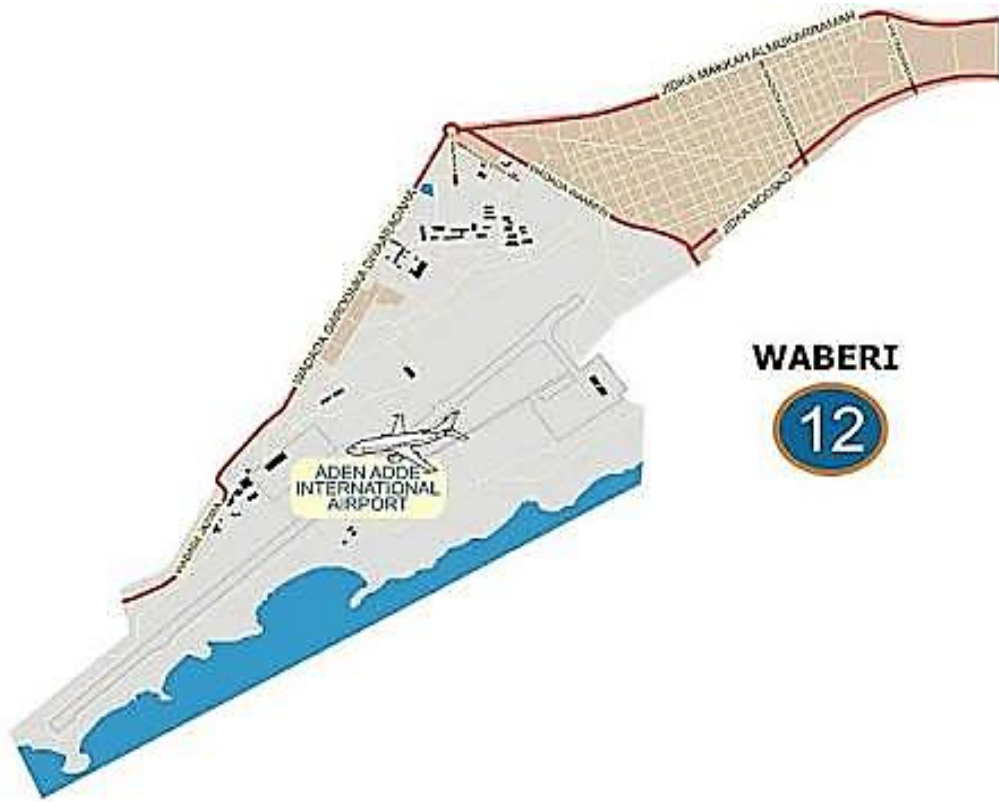
Appendix III: Time Frame

No.	Activity	Time in, month (2023-2024)								
		J	F	M	A	M	J	J	A	S
1	Identification of the Topic									
2	Development of synopsis									
3	Allocation of Supervisor									
4	Development of Proposal									
5	Proposal hearing/defence									
6	Development of the Dissertation									
7	Submission of Dissertation									
8	Viva Voce									

Appendix IV: Research Budget

SER. NO.	Description	ITEM	QUANTITY REQUIRED	UNIT COST(SHS)	TOTAL COST(SHS)
1		Internet Everywhere Package(airtime for data card)	3	25,000	75,000
2		Travelling	15	5,000	75,000
3		Airtime	3	25,000	75,000
4		Pre-testing questionnaires	10	10,000	100,000
5		Research assistants allowances	2	200,000	400,000
6		Stationery	3 Reams	12,000	36,000
7		Secretarial services	1Secretaries	150,000	150,000
8		Data analysis(SPSS)	1	50,000	100,000
9		Production of research reports	4	15,000	60,000
		GRAND TOTAL			711,000

Appendix V: Map of Waberi District



Waberi district (Somalia: Degmada Waaberi) is a district in the southeastern Banaadir region of Somalia. A neighborhood in southeastern Mogadishu, it flanks the Somalia Sea. The Aden Adde international Airport is also located in this district.