



Child Labor in the Fishing Industry in Uganda

TASK ORDER I, TASK III:
IN-COUNTRY MIXED-METHODS RESEARCH AND DATA COLLECTION

October 2011 | Final



Submitted to:
United States Department of Labor
Office of Child Labor, Forced Labor, and Human Trafficking
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Washington, DC 20210

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GLOSSARY

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| HUYSLINCI | Huys Link Community Initiative |
| ILO | International Labour Organization |
| ILO-IPEC | International Labour Organization International Programme on the Elimination of Child Labour |
| IRB | Internal Review Board |
| MGLSD | Ministry of Gender, Labor and Social Development |
| MAAIF | Ministry of Agriculture, Animal Industry and Fisheries |
| MFPED | Ministry of Finance Planning and Economic Development |
| NCC | National Council for Children |
| NGO | Non-Government Organization |
| OVC | Orphaned and Vulnerable Children |
| RA | Rapid Assessment |
| SCM | Supply Chain Methodology |
| SIMPOC | Statistical Information and Monitoring Programme on Child Labor |
| UBOS | Uganda Bureau of Statistics |
| USDOL/OCFT | U.S. Department of Labor Office of Child Labor, Forced Labor, and Human Trafficking |

EXECUTIVE SUMMARY

ICF Macro carried out a mixed-methods research study to gather exploratory data on the causes and consequences of child labor and forced child labor in the fishing industry in Uganda through the Supply Chain Methodology (SCM) developed under a phase of methodology development prior to the launch of research. SCM is based on the application of social network theory to the economic concept of the supply chain. Specifically, under SCM, all forms of objectionable labor are also viewed as economic activities producing goods or services. Since goods and services follow a supply chain from the source of initial materials or people to an endpoint serving a customer, the supply chain is thus considered a type of social network. By mapping this special type of network, research can identify where various kinds of labor, including egregious forms such as child labor, are used in the network. This information can inform the research design and help develop a better understanding of locations, worker populations and work conditions. Applying this methodology, ICF Macro aimed to collect data on the characteristics, nature, and incidence of child work, as well as instances of forced child labor in the fishing sector in Uganda.

ICF Macro broadened the concept of ‘key informant’ to include two types of informants. The first consists of Formal Experts—those whose profession includes formal involvement in various aspects of child labor. This can include professionals such as academics, nongovernmental organization (NGO) staff and government officials. The second consists of Informal Experts—those who live or work at the sites where child labor potentially occurs. While their knowledge is not broad or formal, their understanding of the specific location, activities and possible determinants of child labor provides important granular perspectives on the issue.

To identify and access the more remote and lesser known landing sites, this research focused on the Lake Victoria regions of Uganda, where fishing is most active. To ensure a representative coverage of the regions and sector, the research team divided the Lake Victoria shores into five geographic zones and devised working criteria for stratifying fishing landing sites into four different tiers on the basis of type of activities and the nature of the sites.

At each selected landing site, the research team conducted interviews with working children and adults who are involved in fishing activities or who are associated with the community (informal experts). This information was used to develop worksite profiles. The researchers also interviewed formal experts, such as government officials, NGO workers and personnel from international organizations, to gain a more macro perspective of the issue. In total, the research team visited 26 landing sites and completed 258 interviews, which included 9 formal experts, 34 informal experts and 215 working children.

Through interviews and observation, ICF Macro found that there are mainly four types of fish caught and consumed in the lake: Nile perch, tilapia, silver fish (*mukene*), and other local breeds. The fish caught are primarily consumed locally and regionally while some are caught for export, particularly the Nile perch. Children catch all types of fish, but given its size and the particular need for iced storage, the Nile perch is caught more sporadically.

The research results confirm that the use of child labor for fishing is common in the Lake Victoria region. Children can be found working in various fishing-related activities across varying tiers of landing sites. An analysis of the family background reveals that most of such children had lost at least one parent and many lived by themselves in rented rooms or houses. Anecdotal evidence also indicated that some children had no regular housing and would sleep in the boats, either at the lake or landing sites. Because of their work in fishing, most children had dropped out of school and saw little prospect of returning to school. Through observation, the research team estimated that roughly one-fifth of fishing workers seem to be under the age of 18. The proportion of child workers seems to be higher outside the Capital region and in less developed landing sites.

Many of the identified children were orphaned or had only one parent. Most of the children interviewed said that they were introduced to fishing either by their parents, through deception or due to the economic necessity of fending for themselves. Most of their employers were boat owners, recruiters, or landlords. Many children said they were promised a better life in return for their work in fishing—in terms of food and shelter, education or easy work at the time of their recruitment; yet, most promises were not realized.

Children performed tasks similar to adult fishermen. Their labor is characterized by long hours of work under hazardous conditions, usually with inadequate safety equipment. Moreover, children of all ages can be found working at the landing sites. Younger children (under 14) typically perform supporting activities. Older children (15–17) are more likely to engage in fishing on the lake. Both boys and girls are found working in the fishing sector. However, due to cultural taboos, fishing from a boat is nearly exclusive to boys. Girls, along with younger children (under 14), tend to engage more in support activities such as fish cleaning, processing, or vending.

Many fishing tasks are physically demanding, and children are exposed to many environmental and behavioral hazards that are detrimental to their physical and mental development. Specifically, most children interviewed reported that they have to carry heavy loads, such as firewood, water, fish and nets. In addition to being exposed to numerous hazardous materials (e.g., sharp objects and chemicals), the nature of the work usually requires the children to fish after dark and spend the night on the lake in cold temperatures. Many children are also asked to dive into the lake to chase fish, although many do not know how to swim.

It is common for employers to impose physical and verbal punishments on the children who do not meet their work requirements. Some children reported that they have been thrown into the water, deprived of food, hit, or had their wages deducted or withheld. To enhance the children's productivity, or simply to keep them at work, employers are even said to have introduced the child laborers to drugs and prostitution.

This research also reveals that there are convincing indicators of children being victims of forced labor or human trafficking. Nearly one-tenth of the children who were interviewed said that they could not leave their job if they wanted to; they were convinced that their leaving would result in undesirable consequence to themselves or their family members. Nearly two-fifths of them were moved from other places for work without being accompanied by at least one parent. Many of the children being moved were from inland areas of the country; some are from neighboring

countries like Tanzania, Kenya, or Rwanda. To avoid attention from the police or other government authorities, most children reported that they were moved alone or with only one other child. Some have also reported that instead of being transported by road, they were carried by boat on the lake.

Recognizing the damaging effects of using child labor in the fishing industry, the Uganda Ministry of Gender, Labor and Social Development has officially listed fishing as a hazardous child labor activity, thereby prohibiting the employment of children under the age of 18 in the occupation. This is an important step towards the ultimate elimination of child labor in fishing, although there are still numerous obstacles to overcome.

I INTRODUCTION

A Aim of the Study

This task aims to gather exploratory data on the causes and consequences of child labor and forced child labor in the fishing industry in Uganda through the Supply Chain Methodology (SCM) developed during the methodology development phase. The general objectives of the research study are:

1. To identify issues related to child labor and forced child labor in the fishing sector in Uganda;
2. To contribute to the international discourse on exploitive child labor and forced child labor; and
3. To inform current and future child labor and forced child labor technical assistance efforts of the U.S. Department of Labor Office of Child Labor, Forced Labor, and Human Trafficking (USDOL/OCFT).

The specific objective of this research is to collect data on the characteristics, nature and incidence of child work, and forced child labor in the fishing sector in Uganda.

B Introduction of the Research Team

The ICF Macro team for this study consisted of ICF Macro staff based in Calverton, Maryland and the field team in Kampala, Uganda. The Calverton team comprised the officer in charge, the project director and a research manager. Throughout the research planning and field implementation, the officer in charge and the project director provided guidance on research design and project management to ICF Macro staff and the Uganda-based international consultant. During fieldwork implementation, the research manager traveled to Uganda to provide training to the international research team, to oversee the execution of fieldwork and to participate in interviews to ensure that field protocols were followed and were adjusted to local context when appropriate.

The Uganda team was responsible for carrying out field tasks as required by the study and for compiling the interview notes and child interview dataset. The team consisted of the lead research consultant, eight research assistants and a data processor. The lead consultant, Mr. Rogers Kasirye, is an experienced social science researcher and a social worker. He offers more than two decades of experience in working with vulnerable populations in Uganda, such as victims of child labor as well as victims of commercial sexual exploitation and human trafficking. He is currently the Executive Director of Uganda Youth Development Link, a Kampala-based non-profit organization on youth development helping former victims of child labor. His previous work includes a number of rapid assessments funded by international organizations and academic institutions such as the International Labor Organization (ILO) and the University of California at Los Angeles. For this research undertaking, the lead consultant recruited eight skilled interviewers who were experienced in interviewing vulnerable children, including trafficked and sexually exploited children.

The ICF Macro team worked closely with the Uganda team throughout the study. The fieldwork started in mid-June 2011 and concluded in mid-July 2011. All required research tasks were successfully carried out. Altogether, in addition to the two major cities of Kampala and Entebbe, the team visited 26 fishing landing sites along the shores of Lake Victoria and completed 258 interviews—9 formal experts, 34 informal experts, and 215 children.

C **Composition of the Report**

In addition to Chapter I—Introduction, this report is organized into the following four chapters:

- In Chapter II—Literature Review, background information on the Uganda fishing industry is provided and studies on the country’s child labor issues are reviewed with particular emphasis on the fishing industry. This chapter also offers an overview of Uganda’s legal framework with regards to regulations on child labor.
- Chapter III—Methodology explains how the concept of supply chains translates into the methodology design of this research and the four sets of instruments for this mixed-methods study. The chapter also documents the fieldwork process and results.
- In Chapter IV—Findings, various aspects of child labor are examined using information gathered from the fieldwork, which included formal/informal expert interviews, interviews of working children and worksite observations. Specifically, the chapter reviews the demographic background of the children involved, their educational attainment, the tasks they perform, the characteristics of the work, the hazards to which they were exposed and other issues concerning the environments in which they work. The research also sought to investigate the presence of forced labor and the trafficking of child workers. The findings obtained through interviews are supplemented with the researcher’s observations of each worksite visited at the end of the chapter.
- The final chapter provides the conclusions of the analysis of child labor issues in Uganda’s fishing sector.

II LITERATURE REVIEW

A Industry Background

Fishing is one of the most important economic activities in Uganda, accounting for an estimated 12 percent of GDP.¹ Fish and fish products are the largest non-coffee exports, accounting for 16 percent of total exports.² The significance of the industry continues to grow, and much of the growth is expected to derive from the increasing investment in processing facilities and the associated export opportunities. In 2010, the Ministry of Agriculture, Animal Industry and Fisheries (MAAIF) of Uganda estimated there are more than 500 landing sites with more than 56,000 fishermen along the shores of Lake Victoria, which is the biggest water body of the country.³

Notwithstanding the fishing sector's promising prospects, the development of the industry faces a number of challenges. Specifically, the use of destructive fishing methods and tools is rampant among fishermen. Eutrophication of the lakes,⁴ water pollution and other forms of environmental degradation also constitute threats to the long-term sustainability of the fishing industry.⁵ The fishing communities also appear to comprise some of the most neglected and vulnerable populations in the country; they are plagued by poverty, health issues, and insufficient infrastructure and services. In fact, MAAIF estimates that the HIV prevalence rate within fishing communities is about three times higher than the national average of 6.4 percent.⁶

Using the SCM, ICF Macro found that the supply chain for the fishing industry in Uganda is highly dispersed, with suppliers and consumers scattered throughout the country. Fish are caught in all major water bodies (all lakes plus the Nile River in Northern Uganda); processed in diverse ways (smoked, sun-dried, salted, and frozen); and sold locally, nationally, and internationally. The common fish caught include Nile perch, tilapia, silver fish (locally known as *mukene*), as well as other types of local breeds such as *clarias*, *protopterus*, *synodontis*, and *haplocholoromines*. Given the artisanal and labor-intensive nature of fishing, the sector has a great demand for unskilled workers, which makes children susceptible to this kind of work. Furthermore, a noticeable proportion of the fishing industry community is said to consist of nomads who move from one landing site to another, depending on the migration pattern of fish.

¹ International Labor Organization. (2008). *Child Labor in the Fishing Sector in Uganda: A Rapid Assessment*. Retrieved from http://www.ilo.org/public/english/dialogue/actemp/downloads/projects/uganda_report_fishing.pdf

² Ministry of Finance Planning and Economic Development (MFPED). (2004). *Poverty Eradication Plan 2004/5-2007/8*. Kampala. As quoted in *Child Labor in the Fishing Sector in Uganda: A Rapid Assessment*. Retrieved from http://www.ilo.org/public/english/dialogue/actemp/downloads/projects/uganda_report_fishing.pdf

³ Ministry of Agriculture, Animal Industry and Fisheries (MAAIF). (2010). *National Report of the Frame Survey 2010 on the Uganda Side of Lake Victoria, Entebbe, Uganda*.

⁴ Eutrophication is the process by which a body of water acquires a high concentration of nutrients, especially phosphates and nitrates. These typically promote excessive growth of algae. As the algae die and decompose, high levels of organic matter and the decomposing organisms deplete the water of available oxygen, causing the death of other organisms, such as fish. Eutrophication is a natural, slow-aging process for a water body, but human activity greatly speeds up the process. (Art, H.W., *A Dictionary of Ecology and Environmental Science* (1st ed.). (1993). New York, NY: Henry Holt and Company.

⁵ Supra note 1.

⁶ Ministry of Agriculture, Animal Industry and Fisheries. (2005). *Uganda Strategy for Reducing the Impact of HIV and AIDS on Fishing Communities*. Retrieved from http://www.mrag.org/Documents/ug0672/ug0672_9.pdf

B Literature on Child Labor in Uganda and the Fishing Industry

Uganda has one of the youngest populations in the world, with 50 percent of its population falling between the ages of 0 and 14 years.⁷ With a birth rate of 4.8 per 100 people (the second highest in the world), and a life expectancy at birth of 53 years (204th in the world),⁸ this demographic trend is likely to continue. This high proportion of young children, alongside high rates of poverty, child vulnerability and orphanhood due to civil instability and HIV/AIDS, are key factors that contribute to child labor and forced child labor in Uganda.⁹

The Uganda Bureau of Statistics (UBOS) estimates that 2.5 million children between the ages of 7 and 14 years (38 percent of the age group) are engaged in economic activity. Specifically, 15 percent of children engage in economic activities by the age of 7 and over half of all children are economically active by the age of 13.¹⁰ The report *Understanding Children's Work in Uganda* reveals large geographic differences in children's involvement in economic activities. Children (between 7 and 14 years old) in rural areas are three times more likely to work than children in urban areas (15 percent vs. 42 percent). Furthermore, the report finds that child participation in work is highest in eastern and central regions, followed by the western region.¹¹

Agricultural work accounts for most of the children's work in Uganda. Ninety six percent of economically active children between 7 and 14 years of age worked in agriculture in rural areas. Working children in urban areas are also found in the services sector (27 percent) and in manufacturing (6 percent). Taken together, 97 percent of children in economic activity work within the family. Children living in urban areas are slightly more likely to be in waged work than their counterparts living in rural areas.¹² Over 1.76 million children 5 to 17 years old (17 percent) in Uganda are child laborers, as defined by national legislation. Gender disaggregation shows that 19 percent of male children (966,000 children) and 16 percent of female children (798,451 children) are child laborers.¹³

Despite the fishing sector's significance and Uganda's young demographics, quantitative research on child labor in fishing is scarce. There is no empirical documentation thus far that delves into the prevalence, nature, conditions and underlying push-and-pull factors of child labor in the fishing sector. The dearth of reliable quantitative data, at least partially, is due to the dispersed nature of the fisheries. As the United Nations Food and Agricultural Organization notes, the fishing sector in developing countries is widely dispersed in small-scale and family enterprises, and the incidence of child workers is actively hidden by employers.¹⁴

⁷ CIA World Factbook. (2011). Retrieved from <https://www.cia.gov/library/publications/the-world-factbook/geos/ug.html>

⁸ Ibid.

⁹ Guracello, L., Rosati, F., Breglia, G. Ssenono, V. (2008). *Understanding Children's Work in Uganda*. Retrieved from <http://ucw-project.org/pdf/publications/Uganda.pdf>

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid.

¹³ Ibid.

¹⁴ Food and Agricultural Organization and International Labor Organization. (May 10, 2010). *Shedding Light on Child Labor in Fisheries*. Retrieved from http://www.fao-ilo.org/news-ilo/detail/en/news/42219/icode/?no_cache=1

Estimates are available from the Ugandan Census and national household surveys, such as the labor force survey and the Demographic and Health Survey. These estimates vary because of different methodologies and definitions of the economic sectors. For instance, UBOS estimates that 5.6 percent (or 151,200) of the country's 2.7 million economically active child population (between 5 and 17 years old) is involved in the fishing/livestock rearing sector, based on the 2000/01 Uganda Demographic and Health Survey.¹⁵ In the 2003 Labor Force Survey, on the other hand, UBOS estimates that there are 1.5 million economically active children (between 5 and 17 years old) in Uganda.¹⁶ The labor force survey finds that nearly 90 percent of economically active children are engaged in agriculture or fisheries; however, it does not provide estimates on the number of child workers in fishing. Additionally, when taking into consideration other related or supporting fishing activities, Dr. Eddy Walakira contends that nearly half of the country's 1.5 million fishing population (or up to 750,000 people) are children under 18 years old.¹⁷

Qualitative research has been carried out to examine the conditions of child labor in the fishing industry. In 2004, the Entebbe-based Huys Link Community Initiative (HUYSLINCI), a local non-profit organization whose mission is to withdraw child workers in fishing, published the first mixed-methodology research on child labor in the fishing sector.¹⁸ It consists of unstructured interviews with key informants, including local leaders, school authorities, and government officials. Additionally, following a purposive sampling method, 217 working children in five landing sites of Wakiso District were interviewed using a closed-ended structured questionnaire. The major findings of the report include the following:

1. Child labor is common in the fishing communities investigated, although the study stopped short of providing estimates on the prevalence of child labor due to its non-probability sampling design.
2. There are more boys than girls working in fishing (60 percent vs. 40 percent).
3. Among the children interviewed, less than half (49 percent) are currently enrolled in school.
4. Almost one-third (28 percent) of the children interviewed reported travelling from a different district to work.¹⁹

Certainly, as one of earliest research endeavors on the subject, the HUYSLINCI report has identified a number of aspects of the issue of child labor in fishing, such as the activities that the children are engaged in, the children's family context, and the possibility of trafficked child workers (considering that one-third of the working children were from districts outside of where they worked). However, the research focused only on the Wakiso District and therefore may not

¹⁵ UBOS. (2001). *Child Labor in Uganda: A Report Based on the 2000/2001 Uganda Demographic and Health Survey*. Retrieved from www.ilo.org/ipecinfo/product/download.do?type=document&id=739

¹⁶ UBOS.(2003). *Report on the Labor Force Survey*, Kampala. Retrieved from <http://www.ubos.org/onlinefiles/uploads/ubos/pdf%20documents/labour%20report0203.pdf>

¹⁷ Walakira, E. (2010). *Child Labor in Fisheries and Aquaculture in East Africa*. Retrieved from http://www.fao-ilo.org/fileadmin/user_upload/fao_ilo/pdf/WorkshopFisheries2010/WFPapers/WalakiraChildLabourPaperFAOILOWorkshop.pdf

¹⁸ HUYSLINCI. (2004). *Children at Risk: A Study into Child Labor in the Fishing Communities of Wakiso District, Entebbe*.

¹⁹ Ibid.

represent other fishing communities in the country. The instruments of the study also overlooked some salient topics. As a result, the findings in the report focus on advocacy as opposed to evidence based analysis.

In 2007, the International Labor Organization's International Program on the Elimination of Child Labor (ILO-IPEC) conducted demand-side survey-based research on child labor in Ghana, India, the Philippines, and Uganda, focusing on two sectors in each country.²⁰ The overall objective of the research was to improve understanding of the demand-side factors that drive or encourage the use of child laborers in the examined sectors. The main research interest focused on wage- and productivity-related incentives facing employers, such as the relationships between the wage ratio of children and adults to their respective productivities. The research also examined other factors that might result in the employment of child workers. The research in Uganda investigated the construction and fishing sectors.

In the fishing sector in Uganda, the researchers conducted interviews with employers and employees in 125 enterprises in two districts—Mukono and Wakiso. The report finds that about half of the fishing work in Uganda consists of support activities such as processing and selling fish, rather than actual fishing. Both boys and girls are found in the sector, although boys are more likely to engage in activities closely related to fishing. The most common activity for girls (over 60 percent) is to sell food to other workers. Furthermore, rates of both migration and orphanhood are high among children (over 40 percent). Although boys had received more schooling than girls, only a minority of either group had gone beyond primary education.²¹

The survey reveals that the major mode of payment is by piece rate, which is related to fishermen's level of productivity. As concluded in the report, children are more likely to work in lower-paid activities than are adults, and even within these activities, they receive lower compensation.²² Aside from profitability, the research found that other factors contributed to the employment of children, such as the general poverty of the community, economic necessity, orphanhood, the relative obedience of children, as well as their flexibility for short-term and part-time work.

Indeed, the demand-side research sheds light on the pull factors that drive children to work in the fishing industry in Uganda. It supplements the conventional studies, which view child labor as a consequence of household conditions. Since the research design was constructed from the employers' perspective, it inevitably suffers from several weaknesses. There is only a limited exploration of the working conditions, hazards of the work, and other labor aspects that could be detrimental to children's development because such a research design enables employers to hide child workers, especially younger ones, or to hide or misrepresent work conditions or other aspects of child labor.

²⁰ ILO-IPEC. (2007). *Child Labor Wages and Productivity: Results from Demand-side Surveys*, Geneva. Retrieved from <http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=7065>

²¹ Ibid.

²² Ibid.

The 2008 ILO Rapid Assessment (RA) on child labor in the fishing sector of Uganda is the most recent research endeavor on the subject.²³ Adopting the ILO Rapid Assessment Methodology, the research employed a mixed-methodology design that included both quantitative and qualitative components. Following a convenience sampling scheme, 291 children from five landings sites at the four major lakes in Uganda—Victoria, Kyoga, Edward, and George—were selected to be interviewed with a structured questionnaire. A tracer approach was adopted and a total of 223 parents and guardians were interviewed. The data obtained from these interviews was linked to the data obtained from the children.

The RA research provides a nuanced description of the living and working conditions of these children. Given the artisanal and labor-intensive nature of most of the fishing operations, the report finds that these fishing communities have a great demand for unskilled workers. It also estimates that 94 percent of children were in child labor situations. Most of these children are not attending school and are working in hazardous conditions. They work long hours, often during the night, and are at risk of drowning, being attacked by wild animals (snakes, hippopotamuses), or of contracting infectious diseases, including HIV/AIDS. A small percentage of the children interviewed (two to four percent) also reported being in forced or bonded labor conditions.

The report also identifies that children in the fishing industry are exposed to various kinds of safety and health hazards. These hazards include malaria, injuries, drowning, strong winds and rainstorms, skin infections, chest pains, diarrhea, burns, respiratory infections, eye infections, etc. It should also be noted that the activities in fisheries are often carried out in unsafe environments with inadequate safety equipment. For instance, fishing often occurs at night when visibility is poor and the water is cold.²⁴ The risk to children goes beyond the danger of physical harm. Child labor often reinforces a vicious cycle of poverty, has a negative impact on literacy rates and school attendance, and limits children's mental and physical development.²⁵

Compared to prior research, the 2008 ILO Rapid Assessment is certainly informative about the nature of the problem and the working conditions of these children, despite certain methodological limitations. One limitation is that overemphasis of the numerical findings of a quintessentially qualitative research gives the false impression that the findings are statistically significant and can be generalized to the fishing population of Uganda. Moreover, while efforts were made to expand the research coverage, the fishing communities explored arguably encompassed only the more established and more accessible communities without a carefully devised selection mechanism that could represent the varying degree of development of the fishing communities in the country. A likely consequence of such deficiency is that secondary fishing communities may have been neglected, thereby overlooking certain characteristics of the conditions of child labor, particularly its worst forms, which are more hidden and difficult to access.

²³ Supra note 1.

²⁴ Ibid.

²⁵ Ibid.

C Legal Framework

Over the past years, the Government of Uganda has introduced legislation and implemented policy initiatives for the prevention and elimination of the worst forms of child labor. Despite these efforts, recent literature indicates that the efforts of Government law enforcement officials remain insufficient and forced child labor in the agriculture, fishing, and domestic service sectors remains a problem.

At the international level, Uganda is a signatory to many international conventions seeking to protect and promote the rights of children. For instance, Uganda ratified ILO Convention 29 on forced labor in 1963, Convention 138 on minimum age in 2003 and Convention 182 on the elimination of worst forms of child labor in 2001.²⁶

Domestically, the government has strived to translate those international standards into various legislative and policy initiatives. In the Ugandan Constitution, Article 25 prohibits slavery and forced labor, and Article 34 protects children from performing work that is likely to be hazardous or to cause injury to their development.²⁷ The Uganda Employment Act stipulates that the minimum age for admission to work is 14 years old. Children between 12 and 14 years old may engage in light work that does not hinder their education and is supervised by an adult of at least 18 years of age. Children under 12 years of age are prohibited from working in any business or workplace. The law states that no child under 18 years of age may be employed in hazardous work or be employed to work between 7 p.m. and 7 a.m.²⁸ In 2010, the Ministry of Gender, Labor and Social Development (MGLSD) published a list of occupations considered hazardous for children. Moreover, the Ministry prohibited the employment of children under 18 in such occupations.²⁹

The MGLSD is the lead agency in charge of enforcing child labor and trafficking laws in the country.³⁰ The Ministry also works in partnership with the National Council for Children (NCC) and other international stakeholders (such as ILO) to develop policies and provide guidance to government or nongovernmental organizations (NGOs). To facilitate the functioning of MGLSD, a National Steering Committee on Child Labor was created, with the MGLSD's Child Labor Unit acting as the secretariat. The steering committee includes other key government agencies as well as representatives from NGOs and agencies of the United Nations (UN). It acts as a coordinating body for the government's policy initiatives related to child labor.³¹

²⁶ *List of Ratification of International Conventions, Uganda*. Retrieved from <http://webfusion.ilo.org/public/applis/appl-byCtry.cfm?lang=EN&CTYCHOICE=2290&hdroff=1>

²⁷ Government of Uganda. (1995). *Constitution*. Retrieved from http://www.parliament.go.ug/images/abridged_constitution_2006.pdf

²⁸ Government of Uganda. (2006). *Uganda Employment Act. Part I (2), 32 (1-5)*. Retrieved from <http://www.publicservice.go.ug/public/Employment%20Act%202006.pdf>

²⁹ Ministry of Gender, Labor, and Social Development. (2010). *Guidelines for Labor Inspector on the Identification of Hazardous Child Labor, Kampala*.

³⁰ U.S. Department of State. (2010). *Country Reports—2009: Uganda*. Retrieved from <http://www.state.gov/g/drl/rls/hrrpt/2009/af/135982.htm>

³¹ *Supra* note 1.

While Uganda's institutional framework appears to be comprehensive, MGLSD's efforts to enforce related legislation and policies have been hampered by a lack of funding and manpower.³² For example, MGLSD inspections have mostly taken place in formal workplaces as a lack of resources inhibits the Ministry from inspecting rural worksites.³³ A complaint system for child labor has been set up by ILO-IPEC, in coordination with MGLSD. Nevertheless, neither MGLSD nor the Uganda Police Force were able to provide statistics on the number of calls received about child labor and trafficking, and there were no reported cases of child labor violations at the national level, which is surprising given the extent of child labor in the country.³⁴

³² Walakira, E.J. (2007). The situation of child labor in Uganda: A needs assessment. *Towards Preventing and Withdrawing Children from Exploitative Child Labor Through Provision Of Education*. Kampala: World Vision.

³³ Supra note 29.

³⁴ U.S. Department of Labor. (2010). *2009 Findings on the Worst Forms of Child Labor*. Retrieved from <http://www.dol.gov/ilab/programs/ocft/pdf/2009OCFTreport.pdf>

III METHODOLOGY

A Description of Research Methodologies

ICF Macro adopted the SCM developed during the formulation of the methodology for this mixed method research study in order to examine child labor and forced child labor in the Ugandan fishing sector. As an extension of the standard approach, SCM is based on the observation that all forms of objectionable labor are still economic activities producing goods and services. All goods and services exist within a supply chain, that is, a network that starts at the source needed for basic materials or labor and ultimately reaches consumers with the desired goods or services. The hypothesis is that by mapping this special type of network, research can identify the points in the network where various kinds of labor are used, including objectionable forms such as child labor. This information can inform the research design and help develop a better understanding of locations, worker populations and work conditions.

This research focused on the Lake Victoria regions, where fishing is most active and therefore attracts workers from other regions of the country. During the exploratory phase ICF Macro found a great degree of heterogeneity among landing sites in Uganda in terms of the fishing population, working conditions, as well as the proportion of child workers. Although the degree of fishing activities differs across various water bodies, the tasks performed—either by child workers or adult workers—appear to be similar. As illustrated in the map below, the shores of Lake Victoria were divided into the five following geographic zones to ensure adequate geographic coverage of the lake’s shores:

1. **Zone 1 (Kampala-Entebbe)** is situated in the central Lake Victoria region. It incorporates the Kampala-Entebbe metropolitan area, which is also the most populous region of the country.
2. **Zone 2 (Masaka North)** stretches from the west of Kampala-Entebbe region to the east of Masaka, which is a major town in the western Lake Victoria region.
3. **Zone 3 (Masaka South)** starts from the south of Zone 2 and extends to the Uganda-Tanzania border.
4. **Zone 4 (Kalangala)** centers on Sesse Island (a.k.a. Kalangala) which is situated in Lake Victoria. Sesse Island is Uganda’s largest archipelago in the Lake, and is itself a major fishing area.
5. **Zone 5 (Jinja-Mukono)** is positioned east of the Kampala-Entebbe region. It extends to the Uganda-Kenya border and includes Uganda’s second most populous city—Jinja.

Map I: Geographic Stratifications of Lake Victoria Shores



During the methodology development phase, ICF Macro identified major landing sites that would serve as the most efficient starting points for networking into the industry and also identified specific locations for research. One major landing site in each zone was chosen. The sites were chosen to fulfill the following criteria. They are: 1) easily identifiable in each region; 2) within short social and geographic distances to the actual fishing activities; 3) crossroads for all the supply chain types; and 4) magnets for nomadic fishermen who move to where the fish are caught.

From the starting points, the research team conducted informal supply mapping interviews with fishermen, local leaders, fish vendors, or other individuals involved in fishing in order to identify other landing sites where the fishing population congregates. To identify and access the more remote and less known landing sites, fishing landing sites were stratified into various tiers by their degree of development and fishing activities. The ultimate purpose of this stratification was to determine if and how the presence of child laborers and their working conditions varied between the various tiers of landing sites across diverse geographic regions.

ICF Macro devised a set of working criteria to stratify the fishing landing sites into tiers. This allowed the field researchers to rapidly and reliably ascertain which landing sites to visit next. Thus, the research team stratified the sites using the following criteria: 1) the number of boats; 2) housing structure; 3) access to major roads (which include tarmac or murram roads); 4) marketplace; and 5) processing center/facility. This, in turn, was used to develop four tiers:

- Tier I (international and national supply chains),
- Tier II (regional supply chain),
- Tier III (local supply chain), and
- Tier IV (self-consumption or temporary site).

Table 1 summarizes the criteria used to categorize the landing sites.

Table 1: Stratification Criteria of Fishing Landing Sites

| Criteria | Tier I (International and National) | Tier II (Regional) | Tier III (Local) | Tier IV (Self-consumption/ Temporary) |
|-----------------------|--|---|---|---|
| Number of Boats | >120 | >80 | 40–80 | <40 ³⁵ |
| Housing Structure | Permanent | Permanent/Mixing of Permanent and Temporary | Permanent/Mixing of Permanent and Temporary | Temporary |
| Access to Major Roads | Yes | Yes | Yes/No | No |
| Marketplace | Yes | Yes | Yes/No | No |
| Processing Center | Yes | No | No | No |

For each zone, the research team aimed to interview approximately 40 working children and 5 informal experts. The team also conducted observations at all the worksites.

Table 2: Field Operation Scenarios and Target Number of Interviews

| Scenario 1 | Tier I | Tier II | Tier III | Tier IV | Total |
|--------------------|--------|---------|----------|---------|-------|
| Sites Visited | ✓ | ✓ | ✓ | ✓✓ | 5 |
| Children | 12 | 10 | 10 | 8 | 40 |
| Informal Expert(s) | 2 | 2 | 1 | 1 | 7 |
| Scenario 2 | | | | | |
| Sites Visited | | ✓ | ✓✓ | ✓✓ | 5 |
| Children | | 12 | 8 | 6 | 40 |
| Informal Expert(s) | | 2 | 1 | 1 | 5 |
| Scenario 3 | | | | | |
| Sites Visited | | ✓ | ✓ | ✓✓✓ | 5 |
| Children | | 12 | 10 | 6 | 40 |
| Informal Expert | | 2 | 1 | 1 | 6 |
| Scenario 4 | | | | | |
| Sites Visited | | | ✓✓ | ✓✓✓✓ | 6 |
| Children | | | 8 | 6 | 40 |
| Informal Expert(s) | | | 1 | 1 | 6 |

³⁵This project sets the number of 40 boats as the threshold to determine whether a site is a temporary site because it is the minimum amount that Uganda Fisheries Department mandates to set up a Beach Management Unit (BMU). A BMU is a community-based administrative body that brings together boat owners, fishermen, fish processors, fishmongers and traders, local fishing gear makers and equipment dealers. It is responsible for managing the landing site and for implementing/enforcing related regulations in collaboration with local police and local leaders of the community.

B Study Population and Selection of Respondents

Working children between the ages of 5 and 17 at selected landing sites were interviewed for this study. ILO Convention 182 (Article 2) defines children as all persons under the age of 18. However, children under 5 are generally considered too young to be interviewed and are usually outside the child labor pool. The 5 to 17 range has therefore been adopted by the Statistical Information and Monitoring Programme on Child Labor (SIMPOC) and many other child labor studies.

To be eligible for the study, a child had to be engaged in at least one of the listed fishing-related activities in the last 12 months. Because of the qualitative nature of this research, the research team adopted a purposive selection process and followed the underlying principle of inclusiveness—locations (as per earlier discussion on site selection), age, gender, activities, timing, etc.

C Research Instruments

Four research instruments were used:

1 Formal Expert Interview Guide

ICF Macro interviewed formal experts on child labor/forced (child) labor and/or on the fishing industry in Uganda. Formal experts are often academics, government officials, and individuals working for NGOs. The purpose of the interviews was: 1) To understand the nature of forced child labor and child labor in the fishing industry in Uganda; and 2) To understand the process of the fishing industry supply chain and identify major landing sites as our starting points to network into the fishing supply chain.

2 Informal Expert Interview Guide

After identifying landing sites, the research team conducted unstructured and semi-structured interviews with informal experts to obtain information on the relative size and importance of the forced child labor and child labor forces in the fishing industry. Informal experts, as defined in this research, are individuals who work in various activities throughout the fishing supply chain, such as boat owners, fishing crew, fish transporters, vendors, and fish processors.

The purpose of the interviews was to gather information on the nature of child work and forced child labor and how this phenomenon is maintained (i.e., the source of the labor as well as who profits from it). Information collected from the informal experts also served to supplement findings from other research activities.

3 Child Interview Guide

ICF Macro aimed to conduct a total number of 200 interviews with child workers and forced child workers in the fishing sector in Uganda. Children working in the fishing industry were identified at the selected landing sites. The interviews carefully examined salient aspects of child labor and forced child labor which include (but are not limited to) basic demographic information, characteristics of work, family circumstances, school attendance status, health and hazardous work conditions.

4 Worksite Observation Guidelines

In addition to conducting child interviews, the research team developed worksite profiles at each selected landing site, which included the estimation of the number of working children vis-à-vis the number of adult workers, observations of the environment and work conditions as well as the activities that the children perform. The information collected was used to supplement findings obtained through other research techniques.

D Fieldwork

1 Interviewer Training and Testing of Instruments

Prior to the launch of field research, the ICF Macro research manager, along with the in-country lead consultant, held a series of training sessions with the field team comprising eight research assistants and a data processor, from June 15 to June 20, 2011. The training sessions pertained to the following subjects:

- Concept training on the issues of child labor, forced labor, and trafficking;
- Field management protocols, which included field itinerary, team divisions and supervisor responsibilities;
- Introduction and review of research instruments;
- Mock interviews and role playing;
- Introduction of procedures required by the Internal Review Board (IRB);
- Description of geographic zoning, landing site stratification, and selection landing sites for research; and
- Team coordination with the ICF Macro research manager and the lead consultant, as well as the reporting of contingencies.

Additionally, the team tested the interview guides. Some versions of the instruments were adjusted for local language translation.

2 Field Management and Research Implementation

To enhance the efficiency of research implementation, the eight research assistants were divided into two teams—each with one field supervisor and three interviewers. In each zone, after landing sites of varying tiers were identified through information gathered from informal experts, each team was assigned two to three landing sites to visit. At each selected site, a field supervisor was paired with one research assistant to conduct worksite observations and interviews with informal experts. The remaining two research assistants identified and interviewed the working children. At the end of each day, the field supervisor reviewed each completed interview form to make sure that the interviews were correctly documented. Any necessary clarifications or follow-ups were addressed promptly. The fieldwork was launched on June 22, 2011 and was completed on July 11, 2011.

i **Formal Expert Interviews**

The ICF Macro research manager, along with the in-country consultant, took the lead in conducting interviews with formal experts. These individuals comprised government officials, international organizations officials, NGO workers whose affiliated organizations have worked on issues related to child labor (particularly fishing) or the fishing industry as the whole. Table 3 presents a summary of the participants' backgrounds.

Table 3: Formal Expert Interviews

| ID No. | Gender | Position | Organization | District |
|--------|--------|----------------------------|---|----------|
| 1 | Female | Program Officer | HUYS Link community Initiative | Wakiso |
| 2 | Female | Program Officer | Platform for Labour Action | Kampala |
| 3 | Male | Ag. Secretary General | National Council for Children | Kampala |
| 4 | Male | District Fisheries Officer | District Local Government | Mukono |
| 5 | Female | Senior Program Officer | ILO-IPEC | Kampala |
| 6 | Female | Senior Social Economist | Lake Victoria Fisheries Organization | Jinja |
| 7 | Male | Research Technician | National Fisheries Resources Research Institute | Jinja |
| 8 | Female | Manager | Association of Fisheries and Lake Users in Uganda | Mukono |
| 9 | Male | Senior Statistician | Uganda Bureau of Statistics | Kampala |

3 Informal Expert Interviews, Child Interviews, and Worksite Observation

Map 2 indicates the landing sites that the research team visited for this study. Applying SCM with the stratification criteria developed, the research team identified 26 landing sites of varying tiers across the five geographic zones of Lake Victoria. At each selected landing site, the research team conducted interviews with informal experts and working children and conducted worksite observations. While the team aimed to interview 40 child workers and 6 informal experts (following the field scenarios mentioned above), the final numbers varied slightly as a result of field conditions.

Map 2: Landing Sites Visited for Research



Table 4 summarizes the result of the fieldwork. Altogether, the research team interviewed 215 working children, 34 informal experts and completed worksite observations at 26 landing sites.

Table 4: Number of Interviews (Formal Experts, Informal Experts, and Child Interviews)

| Zone | Site Number on Map | Landing Site | Tier | People Interviewed | |
|-------------------------|--------------------|--------------|------|--------------------|------------------|
| | | | | Children | Informal Experts |
| Zone 1: Kampala-Entebbe | 15 | Ggaba | 1 | 13 | 2 |
| | 2 | Nakiwogo | 2 | 10 | 2 |
| | 16 | Gerenge | 3 | 5 | 2 |
| | 3 | Bugonga | 4 | 5 | 2 |
| | 4 | Mulungu | 4 | 7 | 1 |
| | 5 | Kitubulu | 4 | 5 | 1 |
| Subtotal | 6 | | | 45 | 10 |
| Zone 2: Masaka North | 7 | Lambu | 1 | 10 | 2 |
| | 18 | Namirembe | 2 | 16 | 1 |
| | 8 | Kachanga | 3 | 10 | 1 |
| | 19 | Kitaliga | 4 | 4 | 1 |
| | 20 | Kasaka | 4 | 5 | 1 |
| Subtotal | 5 | | | 45 | 6 |
| Zone 3: Masaka South | 22 | Kasensero | 1 | 10 | 2 |
| | 23 | Ddimu | 2 | 10 | 1 |
| | 24 | Kalokoso | 3 | 10 | 1 |
| | 25 | Sango Bay | 4 | 5 | 1 |
| | 26 | Kyabasimba | 4 | 5 | 1 |
| Subtotal | 5 | | | 40 | 6 |

| Zone | Site Number on Map | Landing Site | Tier | People Interviewed | |
|----------------------|--------------------|---------------|------|--------------------|------------------|
| | | | | Children | Informal Experts |
| Zone 4: Kalangala | 9 | Kasekulo | 3 | 10 | 2 |
| | 10 | Mweena | 4 | 12 | 1 |
| | 11 | Kaazi Malanga | 4 | 7 | 1 |
| | 12 | Nakatiba | 2 | 7 | 1 |
| | 13 | Kyagalanyi | 4 | 7 | 1 |
| Subtotal | 5 | | | 43 | 6 |
| Zone 5: Mukono/Jinja | 1 | Kiyindi | 2 | 12 | 2 |
| | 6 | Bugoba | 3 | 8 | 1 |
| | 14 | Masese | 3 | 10 | 1 |
| | 17 | Ripon | 4 | 6 | 1 |
| | 21 | Gibo-Kokoola | 4 | 6 | 1 |
| Subtotal | 5 | | | 42 | 6 |
| Total | 26 | | | 215 | 34 |

E Study Limitations and challenges

In interpreting the research results, it is important to note the limitations of the study, both in terms of the methodology design and the constraints of field operation.

Statistical extrapolation: Since this is a mixed-methods study, the sites and respondents were drawn using the non-probabilistic criteria described earlier. As noted, the research team started with an understanding of the fishing industry along Lake Victoria drawn from interviews with formal experts, a review of government documents and information gathered in a previous qualitative study of fishing in Uganda.³⁶ Using the information gathered, the research team then identified a wide array of sites and using the supply chain methodology, mapped sites contained within those subcomponents of the broader supply chain. The study aims to satisfy the primary goal of qualitative research—to provide a broad description of all possible activities; thus researchers can make the educated assumption that the situations and conditions identified in this study can occur in other similar locations. However, given the methodology design, the results cannot be generalized with statistical precision to other locations.

Presence vs. prevalence: Given the qualitative nature of the study this mixed method research investigated the “presence” of child labor issues, as opposed to providing estimates on the “prevalence” of child labor. All interview questions geared towards understanding whether and how children were trafficked were left open ended, thereby allowing child respondents to give in depth responses which could be analyzed to provide a richer understanding of how the children were introduced to fishing. Moreover, the open ended responses were analyzed using relevant international conventions which were especially adapted to develop a set of working criteria aimed at identifying child trafficking. It should be noted that the identification of child trafficking does not translate into statistically precise measurements of the *degree* of prevalence.

³⁶ See note 1.

Timing: Fishing usually occurs during nighttime, and the related activities at fishing landing sites (i.e., vending and processing) tend to occur in the morning, when fishing boats return. Therefore, it was highly preferable for the research team to visit a site at the exact time that such fishing activities occurred in order to fully and realistically capture the dynamics of the selected landing site. To this aim, the research team made every effort to plan their visits in a manner such that they coincided with the early morning and late night fishing activities, where possible. Nevertheless, given the logistics involved and field conditions, the team was occasionally unable to arrive at their destination at their desired time.

Blurred boundaries among tiers of landing sites: In some cases landing sites did not fall into a clear tier. For example, in one instance, the team identified a temporary site with more than 40 boats. The site technically had a Beach Management Unit (BMU) as well as a few permanent housing settlements. Under the working criteria developed by this research study, this landing site would be considered a Tier III site. However, there had never been an official or local leader in charge of the BMU office. Hence the categorization in this case was less clear. Even temporary sites can have a combination of different supply chains whereby the site may sometimes engage in subsistence fishing and at other times provide fish to small factories or local markets. In cases where the tier determination was challenging, team supervisors were instructed to consult with the ICF Macro research manager and the lead consultant to reach a consensus on the final determination of the site category.

IV FINDINGS

A Demographic Characteristics of the Children Working in the Fishing Industry

As mentioned earlier, this study adhered to the internationally accepted definition of ‘child’ as any person between 5 and 17 years of age. This study further subdivided the age bracket into young children—children under 14—and youth—children aged 15 to 17. This division reflects the Ugandan legal framework whereby children under the age of 14 are not allowed to be employed and children aged 15 to 17 are allowed to be employed in non-hazardous occupations. However, it should be noted that MGLSD has listed fishing and related activities as a form of hazardous child labor in the new Guidelines for Labor Inspectors on the Identification of Hazardous Child Labour published in 2010.³⁷ Based on these guidelines, all persons under 18 are prohibited from being employed in fishing.

Through the interviews with children and informal experts, the research team found that older children are more likely to engage in fishing work than younger children, perhaps due to the physically demanding nature of fishing activities. As shown in Table 5, most of the working children interviewed (82.3 percent) were older children (i.e. between 15 and 17 years of age), while some of the children start working as early as 10 years old. Nearly 80 percent of the child workers interviewed consisted of boys.

Table 5: Age and Gender of Child Workers Interviewed

| Gender/Age | < 14 | | 15–17 | | Total |
|--------------|-----------|--------------|------------|--------------|------------|
| | n | % | n | % | |
| Boys | 28 | 16.4% | 143 | 83.6% | 171 |
| Girls | 10 | 22.7% | 34 | 77.3% | 44 |
| Total | 38 | 17.7% | 177 | 82.3% | 215 |

Source: Interviews of Uganda Working Children, 2011
n=215 children engaged in fishing activities in the past 12 months

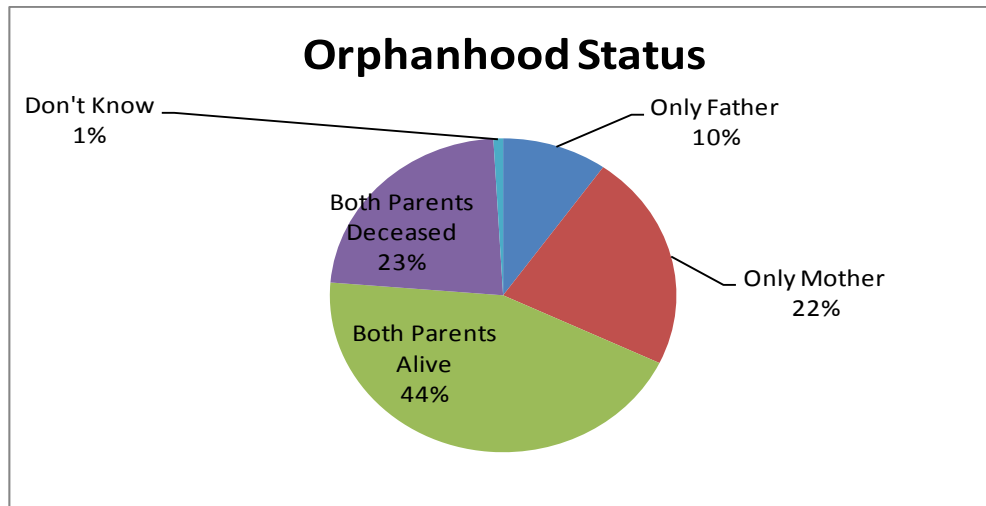
They usually start working at 15; [the] majority are between 15 and 18 years old. I also started at 15; I was mainly catching fish, but I got tired of being on the lake. Now I own boats and nets that I give to fishermen to make money for me. (Boat owner at Gerenge landing site)

The findings indicate that many of the working children can be categorized as orphaned and vulnerable children (OVC). More than one-fifth (23 percent) had lost both parents and another third (32 percent) had lost either their father or mother. This finding corroborates with the claim made in *Understanding Children’s Work in Uganda* that orphanhood contributes to children working as child laborers.³⁸

³⁷ Supra note 2.

³⁸ Supra note 8.

Figure 1: Is Your Father or Mother Alive?



Source: Uganda Working Children Interviews, 2011
n=215 children engaged in fishing activities in the past 12 months

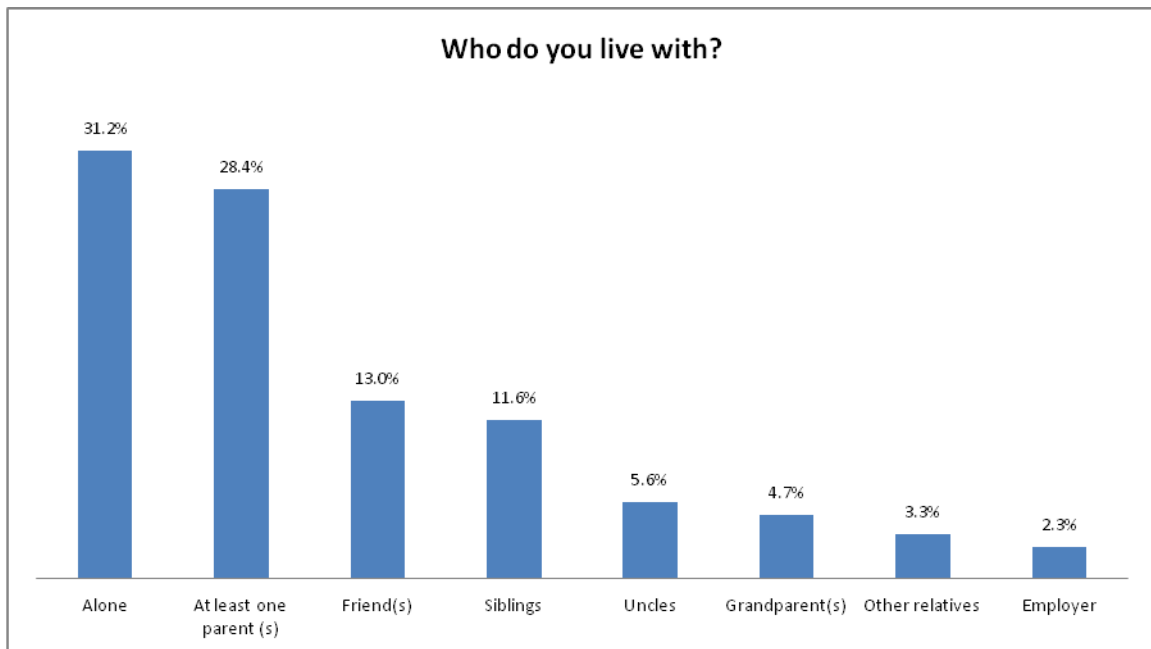
They are orphans and out of school; fishing is one option where they do not need capital and higher education. There are many family problems; particularly poverty and orphanhood which remain the leading causes for children to engage in child labor/forced labor activities in the fishing industry. (Local leader in Entebbe)

As Figure 2 illustrates, an examination of the living arrangements of the working children interviewed show that one in every three working children interviewed (31.2 percent) said that they live alone, followed by living with at least one parent (28.4 percent). Another 25.2 percent indicated that they live with known relatives (i.e., siblings, grandparents, uncles/aunts or others). Approximately 15 percent of the working children interviewed mentioned that they live with non-relatives, such as friends or employers. However, it should be noted that in Ugandan culture, people often refer to elders whom they know, and to whom they are not necessarily connected by blood, as “uncle” or “aunt.” Therefore, the number of working children living with non-relatives could be higher than reported in the interviews.³⁹

Nearly 40 percent of the children interviewed indicated that they live in a rented house or room at or near landing sites. According to the informal experts interviewed, these tended to be temporary housing arrangements. Some children who work alone spend most nights sleeping on a boat, either in the lake or at landing sites. The research team directly observed fishermen (both adults and children) spending the night in a boat near a campfire.

³⁹ The research team stopped short of probing the children whether they have actual blood relationships with the “uncle” or “auntie” with whom they live or who introduced them to fishing work. Since such a concept is loosely defined in the Ugandan cultural context, it is challenging to communicate with a child to make a distinction. Even if a child can make such distinction, it is unlikely that he or she can be certain of the relationship since it is not always conveyed from parents or the senior.

Figure 2: Working Children's Living Arrangement



Uganda Working Children Interviews, June–July 2011
N=215 children engaged in fishing activities in the past 12 months

[The] majority [of the children] who go to fish on the lake don't rent houses; they sleep on the water, in boats at night. During the day, they sleep under boats, on the beach and in the compounds around the landing site. Some are housed by employers, while others rent one room and sleep in groups with their peers. (Fisherman at Lambu landing site)

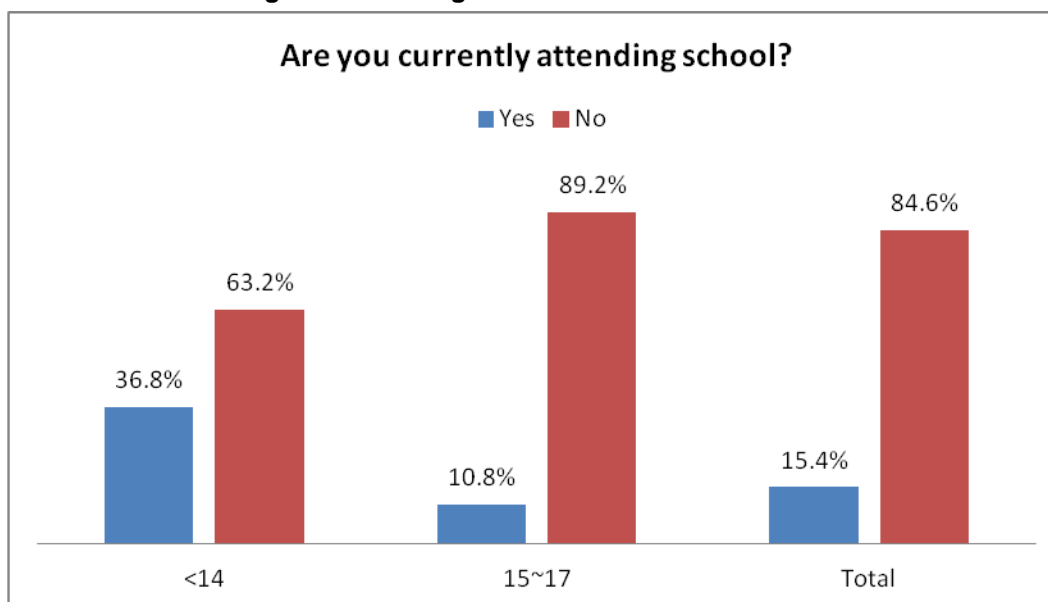


Fishermen taking a nap by the boats after returning from work

B Education and Child Work

The findings indicated that fishing-related work has an impact on schooling. Among the children interviewed for this research, only 13.5 percent entered secondary school (Grade 9 and above). As shown in Figure 3, the vast majority of the children interviewed (84.6 percent) were not attending school at the time of research, and only 15.4 percent of them both attended school and participated in fishing work. It also appears that older children are even less likely (10.8 percent) to be currently enrolled at school than the younger ones (36.8 percent).

Figure 3: Working Children School Attendance



Source: Uganda Working Children Interview, June–July, 2011
n=215 children engaged in fishing activities in the past 12 months

Poverty appears to be the major obstacle that prevents children from enrolling in school. More than three-quarters (78.5 percent) of the children who were not currently attending school said that the reason they did not go to school was because they lacked the money to pay for school fees. Further, given the nature of fishing, it is very challenging to combine school and fishing work. Among the 32 working children who were still attending school, more than half (56 percent) admitted that their fishing work has, at various points, affected their studies either by causing them to miss classes or due to fatigue brought on by their physically demanding fishing work. As mentioned in the interviews with informal experts, many working children said they would eventually drop out of school because of the stress and fatigue in combining the two activities.

Yes, some children [engaged] in fishing activities go to school and come to look for fees, since some pay for themselves. While others have poor families, others come here for fun to get quick pocket money. Some go to school but eventually drop out because schools are far and many are not interested because they are used to [the] money [they receive from fishing]. [The] majority [of the children] do not finish during school hours, but they are always thinking about the lake and how much money they are missing while in school. For instance, by 13:00 hours, a child is already thinking about the nets they are

going to use, where to go fishing, and what time to leave. These usually run away from class by 15:00 hours. (Fish transporter at Kasaka landing site)

My performance in class is not good, but I don't mind, as long as I am earning a living. I reach class late and after a short while, I end up dozing off because I spent some nights on the lake catching fish. There are children who work on this landing site and miss school because they have to work. (Boy working at Kasensero landing site)

Anecdotal evidence suggests that a general negative attitude towards education might have also contributed to the low enrollment rates observed amongst working children. Many fishermen, parents, and working children said that they believed that going to school was a waste of time since there were no immediate, concrete returns from schooling. Many children consider fishing a quick way to make money since they can get paid immediately upon completing their fishing tasks.

When these young men get used to the money, there is no way they will continue with school; most of them would want to get money....Moreover, fishing activities disturb the operation of the school-going children, as most children want to first do some fishing-related work in the morning before they go to school... and when at school, they are thinking of their other friends who remained at the landing site working...this really disturbs their concentration...Furthermore, some parents of the children on the landing sites do not consider education as a priority and they engage their children in fishing and fish-related work and do not like to send them to school and pay their tuition fees. (Fisheries officer at Kasensero landing site)

Informal experts indicate that more children tend to work at fishing landing sites during school holidays or weekends, when schools are closed. Children may go to work by themselves or might be brought by their parents, relatives, or other adults, claiming the need to earn for school fees or to provide for their families. Some boat owners are also willing to hire more children during these times since they can pay less for them to work.

During the school holidays, some parents who have school-going children and boats give leave to their workers and employ [the] children to do fishing work, so that the children can participate in looking for their own fees. It is cheap because he [the employer] does not have to pay them. When the holiday ends, he would re-employ workers as the children go back to school. (Fisherman at Kyagalanyi landing site)

Case 1

Bernard³⁹ is a 12-year-old working child at the Lambu landing site. Despite many difficulties, he has strived to combine school and work.

I study at the school at the landing site. I am in Primary 5. My work in the fishing sector is mainly to catch fish. I work after school, before school in the morning, during weekends, public holidays and school holidays. My parents are poor. They live in the neighboring village and they cannot provide food and school fees at the same time for all my siblings and me. I started working for my employer [in fishing] so that I can get school fees and also contribute to food at home. When I leave school at 16:00 hours, I prepare to go catching [sic] fish. The following day, I do the same. Many times I don't get time to wash my uniform. And I sometimes miss school....My payments depend on the amount of fish caught. When I catch, for instance, 12 kilograms of fish, and each is sold at 3,000 shillings [36,000 shillings in total; 1USD=2,050 shillings], I will get 1,500 shillings as my daily payment. Through the job I am doing, I am receiving education and so, if I stop working, I would also stop studying; that would be the end of my journey going to school. I feel ok working in the fishing sector because I am working as well as studying and besides, I get everything I need. I want to have my own business, especially in fishing. I also want to be an employer. I want to get to a point when I am not used by anyone to go fishing, but when I am using other people.

Case 2

Chris is a 16-year-old boy working at the Mweena landing site in Kalangala. He has given up school because of his fishing work.

I dropped out of school because I had bad peer groups. My friends were engaging in fishing activities and getting a lot of money. They used to put on good clothes and had money to buy snacks at village shops. I started slowly doing small work, but later I realized that catching fish fetches more money. So I started going to the lake sometimes until I started doing it so often. I dropped out [of school] because I got tired of mixing the two [school and fishing] and also of lying to my parents—that I was going to school.... I saw other children get money so I started working so as to get money.

At first, my mother who was paying my fees, did not know; but [she then] realized that I was not doing well in class. I would tell her that I am going to school, but would actually go to the landing site to work. She used to quarrel [with me] until I confronted her and told her that I did not want to go back to school. Now I usually do icing of fish on fish vans more than going to the lake. I don't think I can leave this job because I would lead a miserable life. I would also not be able to get the good things I want. I would also not be able to buy some things for my mother.

C Pathways into Child Labor/Forced Child Labor

In this section, the report looks at the pathways through which children start to work in fishing. Specifically, this research looks into the issues related to why children work, who made the decision for them to work, the recruitment process, and whether or not they are free to leave the job if they choose to do so.

As illustrated in Table 6, economic considerations emerged as the major contributing factor for children to work in fishing. Three-quarters (73 percent) of the children interviewed said they work to pay for their personal expenses (such as food, clothes or entertainment), followed by “to help family income” (26 percent), “cannot afford school fees” (11.6 percent), “to help in household enterprise” (7.4 percent), or to pay for their family/individual debt (0.5 percent). Only three of the children interviewed stated that they work to acquire new skills.

⁴⁰ For the sake of privacy, all the names used in case studies are pseudonyms.

Table 6: What Are the Reasons You Work?

| | n | % |
|------------------------------------|-----|-------|
| To pay personal expenses | 157 | 73.0% |
| To help family income | 56 | 26.0% |
| Cannot afford school fees | 24 | 11.6% |
| To help in household enterprise | 16 | 7.4% |
| To learn skills | 3 | 1.3% |
| To pay outstanding family debt | 1 | 0.5% |
| To pay outstanding individual debt | 1 | 0.5% |

Source: Uganda Working Children Interview, June–July, 2011
n=215; Multiple choices possible

Detailed discussions with the working children and informal experts of various fishing landing sites indicate that the widespread poverty across fishing communities is perhaps the most significant underlying factor that has rendered children vulnerable and has driven them to work in the fishing sector.

Specifically, as discussed earlier, more than half of the children interviewed said that they had lost either one parent or both. The most immediate implication of this issue is that the orphaned children or their guardians need additional means of support. As a result, when an opportunity to work arises, children are willing to work or their guardians offer their labor in order to survive. Even for children whose parents are alive, it is not uncommon for the family to encourage the children to engage in fishing to support the family.

It is very common for children from villages to come and work at the landing site, because this is an open place; you come with nothing, you leave with money. The parents know that the children can come and get work and contribute to their school fees or food at home. Why sleep hungry when you have children in the house who can put food on the table? (Fisherman at Gerenge landing site)

Case 3

Richard is a 15-year-old boy working at the Kaazi Malanga landing site in Kalangala. He started working in fishing to help the family. His “aunt” moved him and his brother from Entebbe to Kalangala District on Sesse Island for fishing work.

My brother and I were withdrawn from school in Entebbe by my aunt when I was in Primary 5 because my father fell terribly ill of HIV/AIDS. He could no longer work to support himself; neither did he have anyone to look after him. I now catch fish and do some other work at the landing site, like scaling fish and preparing nets, fetching water, and ferrying firewood for people so that I can get money. My brother bakes chapatti on the landing site. We both work to see that our dad can get medicine and we can have food at home. If we do not work, he will die and we shall also go hungry. Our dream is that we can save enough money to go back to school.

Nearly half (46.5 percent) of the children interviewed cited the decision to work in fishing as their own. This was more than twice the percentage of the children who said that their parents had made the decision for them (22.8 percent). From discussions with the children and the informants at the landing sites, the research team learned that fishing is seen as a quick way to make money. For instance, fishing is mostly manual and requires little skill. The payment is generally based on the daily catch and child workers can, in most cases, expect to receive the

payment when they return from fishing in the lakes. Additionally, seeing that other fellow children have the money to purchase food and clothes that they cannot afford influences children to work in fishing.

Children work in the fishing sector because they believe there is a lot of money that can be generated from fishing. There is also peer influence as a result of running away from homes and staying with their peers on the landing sites. So they [the children] tend to work to earn a living. The majority of fishermen do not want to take their children to school, yet [they] spend their money on women [prostitutes]. They [the fishermen] also produce many children they cannot look after. There is also a lot of migration from rural areas and other areas to the landing site. (Fishermen at Ripon landing site)

The research team also found that many children are likely to be misled regarding their employment in fishing. More than four-fifths (83.3 percent) of the children said they work for an employer. At the time of recruitment, nearly two-thirds (65.1 percent) said they were promised a better life—such as a chance to go to school, food and shelter or easy work. Most of them (59.3 percent), however, found that the promises turned out to be far from reality and felt that they had been deceived into working.

Case 4

Peter is a 15-year-old boy at the Lambu landing site. He was promised a better life—food, shelter, and school—and moved with a friend of his grandmother when all his family members passed away.

I lost both parents when I was very little. I stayed with my grandmother and she raised me. Before she passed away in 2007, she was the one supporting my education. By then, I was in Primary 6 and this is where I stopped, because no one was willing to pay for my school fees and other school requirements. At the funeral, there was a lady who was a good friend of my grandmother, though they don't have any blood connection. I always used to see this lady come visit my grandmother when she was still alive and they used to chat, but I didn't know where this lady was coming from. After the funeral, this lady came and talked to me about going with her; [she said] she would help me in all the spheres of life and education was one of them. Because I liked to study so much and the fact that I was in a desperate condition, I accepted whatever this lady said. On that day of the funeral, the lady slept at my grandmother's place. We set off the following day. We landed at [the] Lambu landing site, where this lady is renting a two-roomed house and is working in the fishing sector dealing in mostly mukene [silver fish] selling. Except [for providing] food and shelter, this lady has never done anything else for me. Instead of going to school, I just stay at the landing site sun-drying mukene, scaring away birds from eating it, and also helping this lady in other related work.

In addition to examining how children were introduced to fishing, this study also examined the possible existence of forced child labor in fishing. ILO Convention 29 Article 2 defines forced labor as “all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily.”⁴¹ “Voluntariness” is the key indicator as to whether or not a child is working as a forced laborer. In this research, an indication of a lack of “voluntariness” was established as the inability of a child to leave his or her fishing work due to the real or perceived consequences and employer penalties imposed on the child as a result of his or her departure. Examples of penalties include the loss of a parent’s or

⁴¹ ILO-IPEC. (1930). *ILO Convention 29 concerning Forced or Compulsory Labour*, Geneva: ILO.

relative’s job, debt to the employer or recruiter and loss or delay of wages. In many cases, children simply believed that there was no alternative means for survival.

The findings reveal a credible presence of forced child labor among the children working in the fishing industry. Specifically, one-tenth (11.6 percent) of the working children interviewed said that they are not able to leave their fishing work mostly because they cannot get any help and have no other means of survival.

We are not allowed to engage in fishing-related work at the landing site, so our employers use this as an opportunity to cheat us.... If we want to report them [our employers] to the police, we will not be helped, because even [the] police wants us out of the business, yet it is our only means of survival” (Boy working at Gibo Kokola landing site)

D Fishing-Related Work

1 Tasks Performed, by Gender and Age

In general, fishing-related activities can be classified into the following three broad categories:

1. **Before fishing:** These activities are the preparations done before setting off into the lake for fishing.
2. **During fishing:** These are the activities fishermen perform to catch fish—either on the boat in the lake, casting nets along the shores or diving into the water to chase fish.
3. **After fishing:** These activities are performed to process the fish caught after the boat returns to the landing sites (i.e., cleaning, sorting, vending, frying or sun-drying the fish).

These activities are summarized in Table 7.

Table 7: Fishing-Related Activities, by Category

| Before Fishing | During Fishing | After Fishing |
|--|--|--|
| Cleaning boats | Rowing the boat | Offloading fish |
| Mending nets | Hooking/spearing fish | Ferrying/transporting fish to market place |
| Making/repairing canoes/boats | Diving into the water for fishing | Sorting fish |
| Loading boats with fishing equipment (food, lantern, paraffin, plastic bags, anchor, paddle, water emptier, match) | Operating a canoe or motorized boat | Scaling fish/cleaning fish |
| | Casting nets | Washing nets |
| | Pulling fish out of water | Picking fish fats |
| | Emptying water from the boat while fishing | Smoking/salting/sun-drying fish |
| | Fish transportation | Fish bisecting |
| | | Auctioning/vending fish |



Fishing children sorting net at a landing site

To understand the nature of children's work in Uganda's fishing sector, the research team asked working children the types of activities that they had performed in the past 12 months, spoke with informal experts about the nature of children's work and has also documented observations regarding children's work at the landing sites that were visited. As indicated in Table 8, child workers are engaged in all aspects of fishing, just like adult fishermen. The most commonly performed fishing activities among the working children interviewed included catching fish (50.7 percent), sorting fish (50.7 percent), scaling fish (48.4 percent) and washing nets (47.0 percent).



Children cutting fish at a landing site

Table 8: Fishing-Related Activities Performed in the last 12 Months, by Gender and Age

| “What fishing-related activities have you engaged in the past 12 months?” | Boys | | Girls | | <14 | | 15–17 | | Total | |
|---|------------|--------------|-----------|--------------|-----------|--------------|------------|--------------|------------|---------------|
| | n | % | n | % | n | % | n | % | n | % |
| Catching fish | 106 | 49.3% | 3 | 1.4% | 10 | 4.7% | 99 | 46.0% | 109 | 50.7% |
| Fetching firewood | 39 | 18.1% | 8 | 3.7% | 10 | 4.7% | 37 | 17.2% | 47 | 21.9% |
| Processing fish (such as fish smoking/salting/sun drying) | 58 | 27.0% | 28 | 13.0% | 18 | 8.4% | 68 | 31.6% | 86 | 40.0% |
| Transporting fish | 57 | 26.5% | 5 | 2.3% | 10 | 4.7% | 52 | 24.2% | 62 | 28.8% |
| Fish vending | 60 | 27.9% | 6 | 2.8% | 11 | 5.1% | 55 | 25.6% | 66 | 30.7% |
| Making/repairing canoes/boats | 36 | 16.7% | 0 | 0% | 4 | 1.9% | 32 | 14.9% | 36 | 16.7% |
| Transporting water for fish cleaning or processing | 35 | 16.3% | 6 | 2.8% | 9 | 4.2% | 32 | 14.9% | 41 | 19.1% |
| Scaling fish | 81 | 37.7% | 23 | 10.7% | 25 | 11.6% | 79 | 36.7% | 104 | 48.4% |
| Fish cutting | 71 | 33.0% | 23 | 10.7% | 20 | 9.3% | 74 | 34.4% | 94 | 43.7% |
| Washing/cleaning fish | 79 | 36.7% | 20 | 9.3% | 20 | 9.3% | 79 | 36.7% | 99 | 46.0% |
| Sorting fish | 89 | 41.4% | 20 | 9.3% | 20 | 9.3% | 89 | 41.4% | 109 | 50.7% |
| Cleaning boats | 83 | 38.6% | 3 | 1.4% | 14 | 6.5% | 72 | 33.5% | 86 | 40.0% |
| Washing nets | 97 | 45.1% | 4 | 1.9% | 17 | 7.9% | 84 | 39.1% | 101 | 47.0% |
| Mending nets | 57 | 26.5% | 2 | 0.9% | 11 | 5.1% | 48 | 22.3% | 59 | 27.4% |
| Emptying water from the boat while fishing | 81 | 37.7% | 1 | 0.5% | 10 | 4.7% | 72 | 33.5% | 82 | 38.1% |
| Rowing the boat | 56 | 26.0% | 1 | 0.5% | 7 | 3.3% | 50 | 23.3% | 57 | 26.5% |
| Riding motorized boats | 43 | 20.0% | 0 | 0% | 4 | 1.9% | 39 | 18.1% | 43 | 20.0% |
| Hooking/spearing fish | 47 | 21.9% | 1 | 0.5% | 5 | 2.3% | 43 | 20.0% | 48 | 22.3% |
| Sedating/poisoning fish | 21 | 9.8% | 0 | 0% | 6 | 2.8% | 15 | 7.0% | 21 | 9.8% |
| Loading/offloading goods/fish from the boat/ship | 91 | 42.3% | 8 | 3.7% | 20 | 9.3% | 79 | 36.7% | 99 | 46.0% |
| Other | 11 | 5.1% | 5 | 2.3% | 7 | 3.3% | 9 | 4.2% | 16 | 7.4% |
| Total | 171 | 79.5% | 44 | 20.5% | 38 | 17.7% | 177 | 82.3% | 215 | 100.0% |

Source: Uganda Working Children Interviews (June–July 2011)

Multiple choices possible; percentage might not add up to 100%

Base: n=215 children engaged in fishing activities in the past year

The research team learned from informal experts that it is considered a cultural taboo for females to work on boats in the lake. Therefore, it is not surprising that girls tend to perform tasks related to fish processing. For instance, while more than half of the boys (61.9 percent) interviewed said they had caught fish in the past 12 months, only three of the girls interviewed (6.8 percent) said they had done so, and no girls had ridden a boat. On the other hand, nearly half of the girls interviewed said they had conducted work such as fish processing (47.4 percent), scaling (65.8 percent), cutting (52.6 percent), washing/cleaning (52.6 percent), and sorting fish (52.6 percent).

Younger children tend to conduct more fishing support activities as opposed to fish catching, mostly due to the physical requirements of the latter. Younger children were commonly found to be engaged in scaling, cutting, washing/cleaning, sorting and processing fish.



Fishermen setting out to fish

2 Work Hours

Throughout their fieldwork, the research team found that children work long hours in fishing and the nature of fishing work very often requires them to spend nights on the lake. It was estimated that, among the children interviewed, the average working time was 57.7 hours per week, with little difference for boys and girls.⁴² The older children (14 years and older) seemed more likely to work longer hours. For instance, while half of the children younger than 14 years of age (54.1 %) responded that they had worked more than 35 hours per week, four-fifths of those between 15 and 17 years old estimated that they had worked more than 35 hours.

Overall, about half of the children interviewed (51.2%) said they worked at night; it appeared that boys (55.8%) were more likely than girls (32.5%) to do so. The difference between the work schedule for boys and girls is likely related to the nature of the work that they perform. Specifically, boys usually have to set off to the lake after sunset to catch fish and therefore spend nights on the lake. However, as discussed earlier, girls engage more in support activities, such as fish processing.

I work for more than 7 hours a day, that is, I wake up very early in the morning by 6:00 a.m. and have a small break at midday, then wait for the evening work from 5:00 p.m. to 7:00 p.m., when I retire. My worst moments are when I have to chase birds that attempt to eat silver fish when [it is] being dried; this work is really tiresome and I feel like not working the following day. (Boy working at Bugoba landing site)

My employer always takes me in the night to go fishing; he is very insulting and he makes me feel very uncomfortable. (Boy at Namirembe landing site)

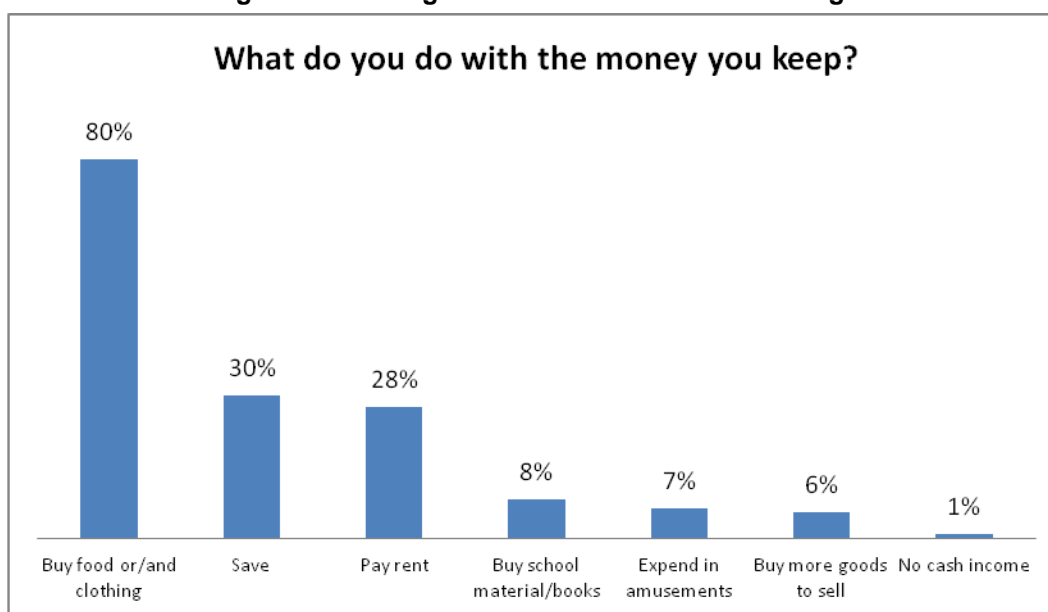
⁴² The weekly working hours among the children interviewed are calculated by multiplying the number of hours the children work per day with the number of days of work per week.

3 Earnings

Nearly all working children interviewed (95.8 percent) responded that they received their earnings in cash. Only a few mentioned that they received their earnings in the form of food and shelter (3.3 percent), education (2.3 percent), medical assistance (0.9 percent), new skills (0.5 percent). A few reported that they received nothing for their work (2.3 percent). Most children reported directly receiving all or part of their earnings. Only four children (1.9 percent) said that all of their earnings were given directly to their parents or guardians and that they received none of these earnings.

Many children mentioned that the amount of their compensation was determined by the amount of fish they caught or the nature of the tasks they performed (23.4 percent) and the earnings were given at the time when the tasks were completed (24.9 percent). Consistent with the earlier finding that children seemed to work to pay for personal expenses, it appeared that the majority of children interviewed use their money for necessities, such as buying food and clothing (80 percent) or paying rent (28 percent). Nearly one-third of the children (30 percent) said they also saved some of the money that they earned.

Figure 4: Working Children’s Use of Their Earnings



Source: Uganda Working Children Interview, June–July, 2011
n= 215 children working in fishing in the past 12 months

Nevertheless, most working children seemed to be dissatisfied with the amount of the earnings they received. More than two-thirds (64.9 percent) said they had experienced delayed payments either frequently or occasionally.

Working for these bosses here is very stupid; we are two boys who work for our boss, but for every fish worth 5,000 we get 2,000 shillings only—just because we cannot disagree with him. We share the 2,000 [shillings] and everyone gets 1,000 shillings. So we have to work hard to get more fish, though sometimes we do not get anything; yet you spend like 4 hours on the lake. (Boy working at Kitubulu landing site)

E Working Conditions

This section presents findings the presence of hazardous work (one of the worst forms of child labor)⁴³ in Uganda's fishing sector. Researchers investigated what types of hazards working children face, the kinds of injuries that they experience, whether or not they face physical or verbal abuse by their employers or fellow workers and whether and what types of harmful activities are taking place in their work environments.

1 Health and Safety Hazards

As identified through informal expert interviews and observations, fishing tasks are physically demanding and require a great deal of strength. Three-quarters (74.4 percent) of the children interviewed responded that they either usually or sometimes have to carry heavy loads. Indeed, the children mentioned that their daily work commonly required them to carry out demanding tasks such as fetching firewood; carrying, sorting, and mending fishing nets; transporting water; offloading fish catchment; and rowing boats with paddles.

We carry heavy loads that at times make us absent from work for a few days... [work] such as pulling and carrying the boat out of water, or pushing the boat to start rowing. Sometimes, [we] have to handle the boat trowel (Ekaasi) that is used to row the boat ahead, which is heavy...sometimes we [have to] offload heavy fish [as heavy as] 60 kilograms out of the boats ...sometimes, [I] experience chest pains when carrying such heavy loads.... Some children carry heavy fish nets, especially those nets that have been used for catching silver fish to the drying ground. (Boy working at Lambu landing site)

⁴³ In determining hazardous child labor, ILO Recommendation No. 190 specifies that particular consideration be given to—

- Work that exposes children to physical, psychological, or sexual abuse;
- Work underground, under water, at dangerous heights, and in confined spaces;
- Work with dangerous machinery, equipment, and tools, or that involves the manual handling or transport of heavy loads;
- Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health; and
- Work under particularly difficult conditions such as work for long hours or during the night, or work where the child is unreasonably confined to the premises of the employer.

Table 9: Are You Exposed to Any of the Following Hazards/Threats at Your Current Work in Fishing?

| Hazards/Threats | Children Working in Fishing Industry | |
|---|--------------------------------------|-------|
| | n | % |
| Loud noise | 147 | 68.4% |
| Extreme Temperature or humidity | 187 | 87.0% |
| Dark or in rooms with inadequate lighting | 63 | 29.3% |
| Work with insufficient ventilation | 53 | 24.7% |
| Work underwater | 15 | 7.0% |
| Slip, trip, or falling hazards | 46 | 21.4% |
| Dangerous tools (knives, etc) | 116 | 54.0% |
| Dust | 110 | 51.2% |
| Fumes and smells that are irritating | 59 | 27.4% |

Note: Multiple response items, totals may not add up to 100%.
 Source: Uganda Working Children Interview (June–July 2011)
 Base: n= 215 children working in fishing

In addition to long work hours and the nature of the work that requires physical strength, children who work in the fishing industry are exposed to a myriad of hazardous conditions. As summarized in Table 9, working children have to face extreme temperatures (at night in the lake, under the scorching sunlight in the daytime or hot temperatures when frying fish), loud noises (from machinery or motorized boats), dark rooms with poor ventilation (when smoking the fish), dangerous or sharp objects (such as knives, hooks and fishing spears), and diesel fumes. Several working children also mentioned having to work underwater to chase fish into the fishing nets.

The lake is very cold at night and there is a lot of wind that causes me [to have] fever. I often fall sick, and during these times, I cannot go to catch fish on the lake nor [to] school. Also, one time, a big nail on the boat entered my toe and I couldn't work for the whole week because I could not move. (Boy working at Kyagalanyi landing site)

They [the working children] go underwater for about 5 minutes when the nets have got stuck or to scare fish in breeding grounds to [make them] enter the nets. You see someone come on top of [the] water just to breathe air and they disappear again in the water. (Fisheries officer in Mukono)

Here we are usually exposed to extreme sun temperatures when arranging fishnets...for those who engage in fishing in the lake also face strong winds [which] at times bring heavy downpours, but they [the working children] use only simple jackets to cover themselves during coldness on the boats...at times this can even cause the boats to capsize, resulting in [the working children] drowning in the waters and [their] death. (Boy working at Kyagalanyi landing site)

Unsurprisingly, as a result of a hazardous work environment, nearly all of the children interviewed (93 percent) said they had been injured or had fallen sick in the past 12 months. The most common injuries and illnesses include wounds and cuts (77.5 percent), back pain (59.5 percent), muscle pain (49 percent), fever (42 percent), followed by insect bites and skin infections (28 percent). In fact, more than half of the children interviewed (58.1 percent) reported that they were absent from work for a few days because of injuries or illnesses.

Table 10: Types of injury/illness working children have experienced in the past 12 months

| Type of Injury/Illness | Children Working in Fishing Industry | |
|-----------------------------------|--------------------------------------|-------|
| | n | % |
| Wounds/cuts | 155 | 77.5% |
| Broken bones | 49 | 24.5% |
| Insect bites | 62 | 31.0% |
| Back pains | 119 | 59.5% |
| Muscle pains | 98 | 49.0% |
| Burns | 26 | 13.0% |
| Skin infections/itchiness | 56 | 28.0% |
| Eye infections | 46 | 23.0% |
| Diarrhea | 35 | 17.5% |
| Vomiting | 53 | 26.5% |
| Fever | 84 | 42.0% |
| Respiratory or breathing problems | 10 | 5.0% |
| Malaria | 53 | 26.5% |
| Typhoid fever | 15 | 7.5% |
| Cholera | 7 | 3.5% |
| Eye problems | 20 | 10.0% |
| Extreme fatigue | 26 | 13.0% |
| Stomach problems | 43 | 21.5% |

Note: Multiple response items, totals may not add up to 100%.

Source: Uganda Working Children Interview (June–July 2011)

Base: n= 200 working children who have been injured or sick in the past 12 months

We also face small insects termed “Mubiru” that tend to pinch us on the skins and cause skin infections and itches; fish bones and hooks on the fishing nets do pierce us, which can result into one developing swellings[of] the fingers. The diesel fumes from the boat’s engine do affect us, as at times one can even end up vomiting. The poor disposal [methods] of fish intestines/lungs, coupled with lack of toilets at landing sites..., [they are] deposited into the waters directly and hence cause bilharzia disease to many child workers and even to adults. (Boy working at Kiyindi landing site)

I do a lot of work here at the landing site, and my work is drying silver fish; I carry them every day and I always get many injuries.... One time I was cut by the fish and my hands became swollen; my boss did not understand, because she threatened to fire me. (Girl working at Kakyanga landing site)

Case 5

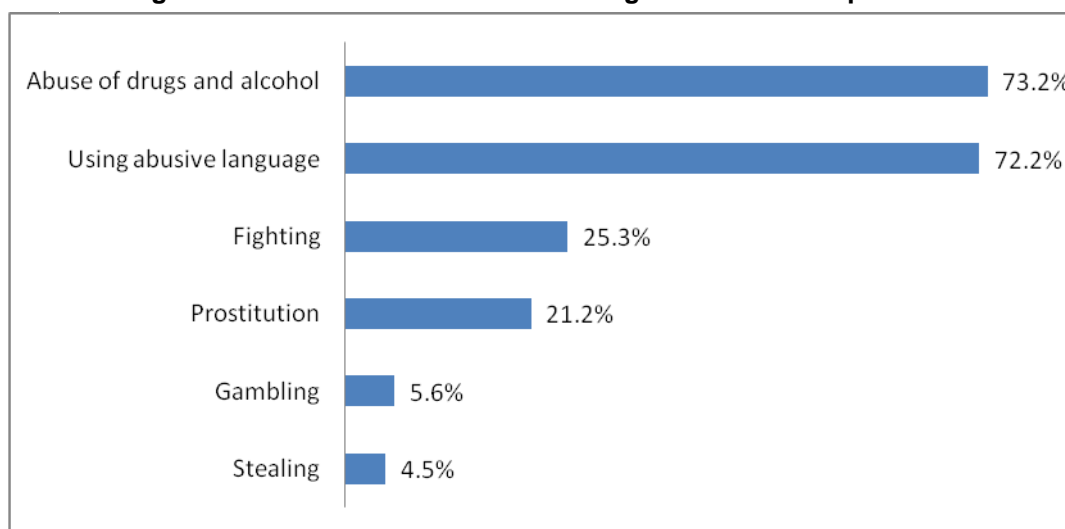
George is a fish transporter who connects the Mumpu, Kitaliga, and Kasaka landing sites to the Namirembe landing site. In this study he is identified as an informal expert. He spoke of the multitudes of hazards children face while fishing, especially working underwater.

Children are required to go in the lake to fish mukene [silver fish] and nkeje [local breed]. Mukene and nkeje are used to trap engege [Tilapia] and mputa [Nile perch] and some would be sun-dried for sale in the market. More still, these children are employed by adult fishermen who engage in illegal fishing methods, and these [methods] require them most times to go on the lake to throw ropes like 2 kilometers on the water (beach seines); but when these ropes get stuck, the children dive/swim in the water to ensure that the ropes are fixed. Another incidence is when children are required to clean boats, the whole experience is risky and hazardous to the youngsters; they roll boats while in the water, which is almost their height, balance on the boat to turn it, and whenever the boats return they have to help them dock.

2 Treatment by Employers and Degradation of the Environment

In addition to the hazards described above, working children are reportedly subjected to employers' physical or verbal abuse and work and live in hazardous environments that can be detrimental to their physical and moral development. The research team was informed both by informal experts as well as children that it is common for employers to impose physical punishments on children when they make mistakes or fail to fulfill the required tasks. Among the 215 working children interviewed, nearly half (45.1 percent) mentioned that they had been mistreated by their employer. Among those who were mistreated, common forms of mistreatment included deprivation of food (79.4 percent), deduction of wages (58.8 percent), physical punishment (34.7 percent) and verbal abuse (31.6 percent).

Figure 5: Harmful Activities That Fishing Children Are Exposed to



Source: Uganda Working Children Interview, June–July, 2011
n= 198 working children who know of harmful activities on landing sites

Engaging in fishing-related work is not easy, as there are many challenges; for example, one day, when we were loading fish from a boat some fish got lost and we were dipped into water by our employer. (Boy working at Masese landing site)

Furthermore, nearly all of the children interviewed (92.1 percent) reported that they had heard or seen (if not personally been involved in) harmful activities taking place in the fishing communities or landing sites. The most commonly mentioned ‘degrading’ activities, as summarized in Figure 5, were “abuse of drugs and alcohol” and “abusive language,” followed by “fighting” and “prostitution.” In fact, anecdotal evidence suggests that, in some cases, employers may attempt to entice children with drugs or prostitution to prevent them from leaving their fishing work or merely to ‘motivate’ them to work hard and to therefore increase their productivity.

I was introduced to drugs by adult fishermen who, one time, took me to catch fish with them in deep waters; they made me take marijuana to keep me warm and also get [the] courage to pull fish. (Boy working at Kiyindi landing site)

Case 6

John is a 17-year-old boy working at the Masese landing site in Mukono. He was drawn to fishing work because of the good things he had heard from his friend about fishing.

I came here because my friend influenced me and wanted me to come. I also started working since my stepmother had chased me out of [her] home. She mistreated me and never wanted my father to support me in any way. And so, I have to toil and support myself. Although my friend influenced me, he also turned against me once we reached this landing site. I was staying with him in the same room, but he never wanted to pay rent. Whenever I earn money, no matter how little, he used to tell me to pay rent and buy food for us. One season, there was no fish on the landing site, so many [of us] didn't catch fish and therefore didn't earn any money. He [my friend] could not believe that I was unable to pay for the rent, so he chased me out of his house. Now, I sleep with my other friends. I expected to live a good life, but I am not. I take marijuana and aviation fuel because the lake can be cold and scary. The drugs help reduce the cold and remove the fear of the lake. Actually the situation is not good. I always live in fear because my life is at risk, especially when I go to catch fish on the lake. Sometimes it's good payment, sometimes it is bad, especially when I fail to catch any fish.

Case 7

Adrian is a police officer at the Lambu landing site. He spoke of the multitude of harmful activities that are detrimental to the health and development of boys and girls.

Girls tend to be employed as bar, restaurant, and hotel attendants. Some do marry⁴³ when they are still very young and the majority [of them] engage in commercial sex exploitation, as they tend to serve customers who in the end engage them into sexual affairs. Many of the children who engage in prostitution and fish-related activities tend to pretend that they are school dropouts. [The] majority [of them] come from different places every week, as new faces are seen. Some come from Tanzania and Rwanda; some come from Eastern Busoga, Basamia, or Batoro. Those [who] stay longer would bring their relatives to work, so as to earn more money.... [The] majority of the boys do engage in drug and alcohol abuse due to peer influence, as this gives them power, strength, and courage to go fishing in deeper waters. There [are] problems of too much drowning—at least every after 2 weeks people drown and die; as well as [the] presence of crocodiles—in fact, that morning, a crocodile had killed one fisherman who was preparing to go to fish. The police, together with the local leaders, do discourage children to involve themselves in child labor; but some come from different localities, which they cannot trace. More so, some politicians, instead of stopping the problem of child labor and child prostitution, they encourage it as a way of obtaining votes, staying in power, or [for] economic gains.... For instance, in Ntabwe, Young girls can charge from 1,000 to 2,000 shillings for a short period with her for sex, while overnight they tend to charge from 3,000 to -5,000 shillings a full night; the lodges are charged between 1,500 and 3,000 shillings per night at Lambu. Indeed, the majority of [the] fishermen tend to spend most of their earnings on alcohol, amusements, and engaging women in sexual affairs; this has resulted into high and wide spread of HIV/AIDS and rampant high [sic] teenage mothers on most of the landing sites as girls become pregnant at an early age.

F Labor Migration and Trafficking

This research study also looked into issues related to migrant fishing workers and trafficking. Child trafficking is defined in the UN 2000 Trafficking Protocol⁴⁵ as “the recruitment, transportation, transfer, harboring or receipt of a child for the purpose of exploitation.” Labor exploitation is defined as the employment of a child in one of the “worst forms”⁴⁶ of child labor, as well as any work done by children below the minimum permitted age for admission to employment.⁴⁷ A lack of awareness of the conditions of employment and use of force or deception would be additional indicators of typical trafficking situations, but they are not necessary conditions in the determination of child trafficking.⁴⁸

As mentioned earlier, Uganda MGLSD’s categorization of fishing as hazardous child labor prohibits the employment of children younger than 18 in this sector. Thus, any children performing fishing activities are seen as being engaged in “labor exploitation.” As a result, for the purpose of this research the working criteria for the determination of whether child trafficking has occurred are as follows:

⁴⁴ In the Ugandan culture, the term “marry” is not always used to refer to marital status; it sometimes means to engage in sexual intercourse.

⁴⁵ United Nations. (2000). *Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime*, Geneva: United Nations. Retrieved from http://www.uncjin.org/Documents/Conventions/dcatoc/final_documents_2/convention_%20traff_eng.pdf

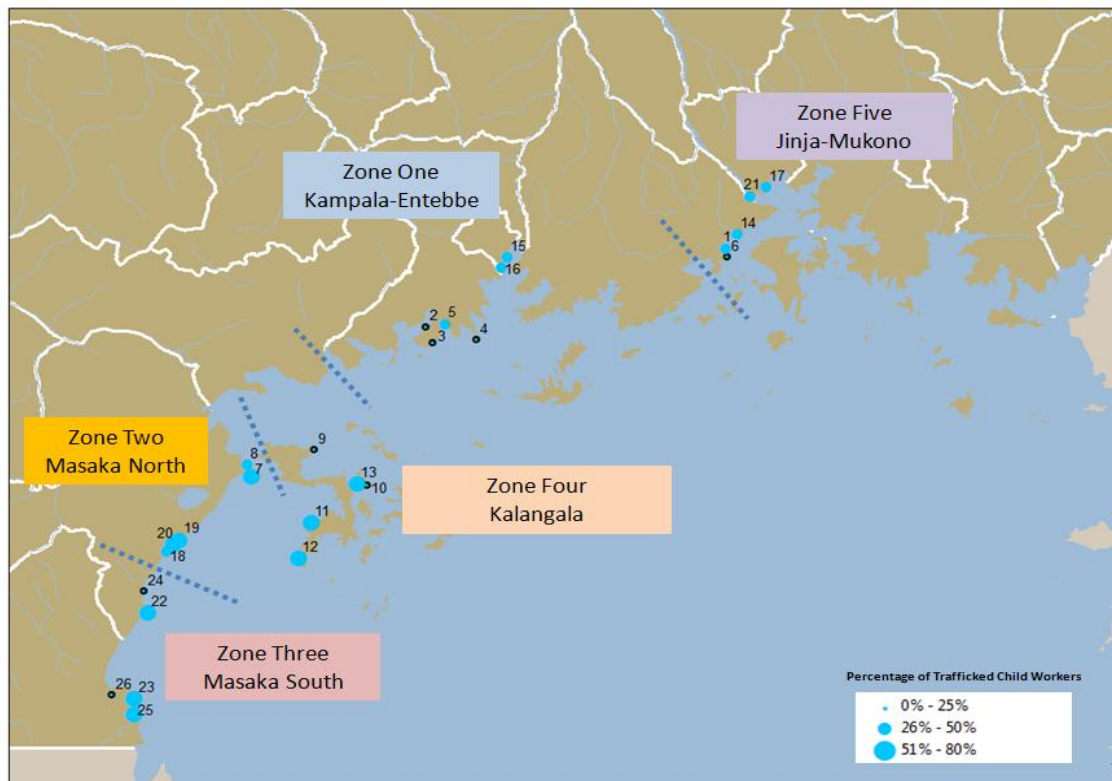
⁴⁶ Please refer to note 41 on the definition of Worst Forms of Child Labor.

⁴⁷ Supra note 44, Article 3.

⁴⁸ Ibid.

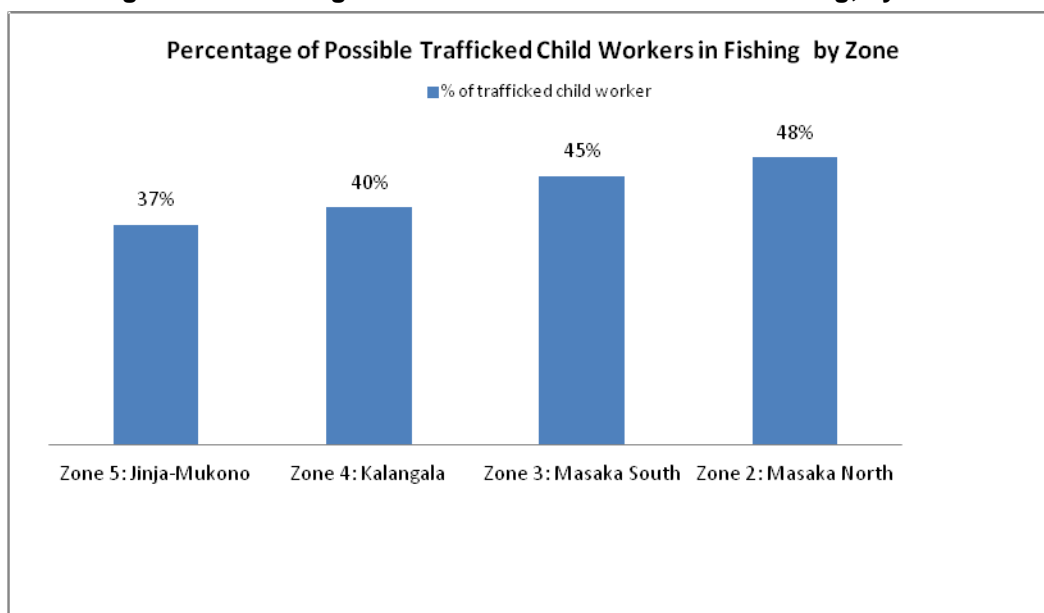
1. The child in question was not born in the area where he or she works. This is a credible indicator that movement of the child has occurred.
2. The child did not move with either one of his or her parents or his or her spouse.
3. The movement was solely for job purposes—whether a job offer already existed or the child made the move in search of a job.

Map 3: Percentage of Possible Trafficked Child Workers Among Those Interviewed, by Region



Applying these criteria, nearly two-fifths (38.1 percent) of working children can be considered to be possible victims of trafficking since they have been moved into fishing, which is an occupation that has been determined to be hazardous by MGS LD. Analyzing the regional differences, it appears that working children in Zone 1 (Kampala-Entebbe) seem less likely to be trafficked than those in other geographic locations. On the basis of the interviews with formal and informal experts, the research team believes that the differences could, at least partially, be attributed to the increased awareness of issues related to child labor and human trafficking in the country, and the fact that related regulations are more vigorously enforced. As discussed earlier, the research investigates the *presence* and not the extent of *prevalence* of child trafficking in the fishing sector, and the research results should therefore be interpreted accordingly.

Figure 6: Percentage of Trafficked Child Workers in Fishing, by Zone



Source: Uganda Working Children Interview, June–July, 2011
n= 215 children working in fishing

Through interviews with children and informal experts, the research team learned that many children moved in with a personal or family acquaintance —whom they referred to as “auntie” (a female salutation) or “uncle” (a male salutation)—in the anticipation of a better life, food and shelter or education. Some children also mentioned that they came from their villages with fellow children who had returned from other landing sites. These children would speak of the better life they lived at the fishing sites where they work and would thus convince other children to go with them.

The most commonly used means of transportation for transporting children from their place of origin to the landing sites is by car. However, according to informal experts, there seem to be increasing instances of children being transported by boat in order to avoid being intercepted by law enforcement personnel. Additionally, to avoid attention on the road, traffickers or recruiters mostly travel with only one or two children. In fact, 86.6 percent of those children suspected of being trafficked said that they were the only child or one of two children traveling with the recruiter.

Nowadays [the] police is very keen on people who move with children. They sometimes ask where you are coming from and where you are going. So people who go to pick [up] young boys from the villages [and] transport them on water by boat at night because, there, you are very unlikely to find [the] police. (Fisherman at Kyagalanyi landing site)

Children here [at this landing site] somehow migrated from far countries such as Kenya, Tanzania, or Rwanda. We also have others from other parts of Uganda—the North, South, the West, and the East... [they came from] districts such as West Nile (Balulu), Basoga, Bateso, Bafumbira, Batoro, Banyakore, Balugwala, Banyarwada, Basamia, and Bakonjo. Some of the child workers are trafficked from rural areas and came to work in fishing-related activities...this [the recruitment] was done in the way that one boss

could allocate one person to get for him people who want to work...such people, including children, were usually transported by road on trucks; but such traffickers were intercepted one time and now they have resorted to transporting people on waters, which is difficult for one to notice. (Fishermen, Kyagalanyi landing site)

Case 8

Fazil is a fisherman at the Kitaliga landing site.

He observed that there are many children that are trafficked from Tanzania and the Eastern region of Uganda. He said that some are brought in by adult fishermen who move out to different islands and fishing communities in Lake Victoria to scout for the young and energetic boys, and then they take the boys to other bigger landing sites. He said, "There is a time when you wake up to find a group of five to seven children who you do not know, but after 2 or 5 days they are moved to other places or they go to other landing sites for fishing activities." He also noted that there are children who are used to "convince" other fellow children, especially those from the Eastern regions. These boys are given money to go back home to fetch other children and bring them to the landing sites. These children would engage in fishing-related work, such as preparing nets, fishing, cleaning fish, rolling boats, among other [tasks]. He also confessed that trafficking is a common phenomenon, as the fishing community is mobile and no one minds about who comes and goes.

Case 9

Aisha, a 13-year-old girl, works at the Kalokoso landing site, Masaka. A recruiter brought her from Tanzania with a promise of a better life. She ended up working for an employer to process fish.

I am from Tanzania. My parents died when I was in Primary 2. My aunt then sold all the property and paid my school fees up to Primary 2. After that, I could not go any further. One day, a person who knew my aunt came and told her that he was bringing me to Uganda to get me a good job so that I don't suffer. When I reached here, 2 years ago, he handed me over to my employer, who told me that I would wash and dry fish; and this is what I have been doing. Everything here is difficult; the work is hard and the hours for working are long. I work from morning to evening, and sometimes with no food. At the end of the day I am paid 4,000 shillings only. One time, I told the gentleman who brought me here (he lives on the landing site) that I was not happy; he told me that I was lucky to find a job when many children are suffering in Tanzania. He said that he would also take me back to suffer in Tanzania if I insisted.

G Perception of the Situation by Those Involved

The children interviewed seemed to have mixed feelings towards their work in fishing. When asked how they feel about their work, 40 percent responded they were happy, 34 percent said they felt sad, and still another 18 percent said they were proud of their work in fishing. This inconsistency can be explained, at least partially, by the nature of the fishing work.

On the one hand, as explained in prior sections, fishing is a demanding job that requires physical strength, and children are constantly exposed to a multitude of hazards. Many of the working children whose vulnerable conditions drove them to work feel they were deceived into accepting fishing work and that there is no way to get out of the work. On the other hand, many working children considered fishing a quick way to earn money, since they are compensated instantly after they return from the lake or after having completed their assigned task.

I don't feel good, but it is the only work I can do now; and I am happy that I can at least get some money. I want to own my own boats for fishing and employ people to work for me when I grow older. (Boy at Kalokoso landing site)

Though the work is tiresome, it's good for me, because I get my own money. I want to buy my own boat. (Boy at Ddimu landing site)

Case 10

John is an 11-year-old boy who works at the Nakatiba landing site. He felt that he was lured into fishing work under false pretenses. He has grown tired of his work and feels pessimistic about his future.

I am sad to be out of school [for work] and my mother can't even use the money I earn to pay my fees. I am tired of going to the lake at night and I fear because, a few days ago, they brought a dead body [of someone] who [had] drowned. I am tired of catching fish.... I am tired of laying nets. I want to do my own business and drive a car.

I am really not happy because I am not going to school and, yet, I want to study. I thought coming here would solve my woes, but instead, I was deceived. This lady just brought me to help her with her work rather than helping me.... There are two other boys staying with me in the lady's house, but they are also not going to school. At first, I thought they were this lady's children, but one time one of them came and told me that he was tired of staying at this lady's place [and] that he wants to go back home. This lady promised to pay him for the work he is doing, but she doesn't. I was shocked by this. In fact, some time before, when I walk past some community members who were talking about her, they said she brings children and uses them ... but I didn't mind because then, I thought the two boys I was living with were hers. I am really sad and I don't know what to do, because I don't even know where to go; but it really hurts me to stay all day long sitting in [the] sunshine scaring birds from eating mukene, without going to school. I want to become a doctor when I grow up.

H Worksite Observation

In addition to interviews with informal experts and working children, the research team also conducted observations at each landing site visited focusing on the type of fish caught/sold, the working environment, the number of children at work, the activities the children perform and the hazards to which they are exposed. The purpose of these observations was to supplement the information gathered by interviewing the formal/informal experts and working children.

1 Types of Fish Caught

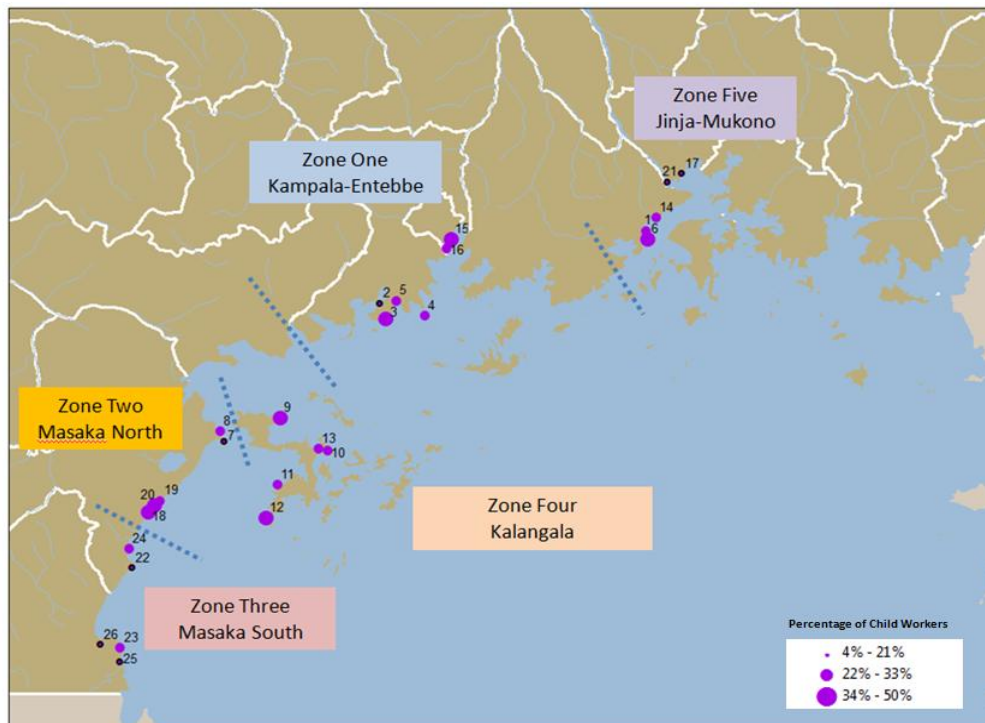
The research team found that there are mainly four types of fish being caught and sold at Lake Victoria:

1. **Nile perch:** By estimation, roughly 80 percent of these fish are exported (they are sent to the trucks heading to the processors) while the other 20 percent are kept for local/regional consumption. Given their size, most of the Nile perch are caught by commercial motorized boats which are equipped with freezers for storage. It is possible that child workers on smaller boats catch some of the smaller Nile perch, but this usually happens by chance and sporadically.
2. **Tilapia:** Almost all of Tilapia caught is consumed regionally and locally. Children can usually be found engaged in catching and processing this type of fish.

3. **Mukene (silver fish):** A small fish that is often sun-dried or smoked to be sold—primarily to local residents and traders; only a few are exported.
4. **Other:** These fish consist primarily of local species such as lung and mud fish. They can be found across the Lake Victoria region, but at a much smaller scale.

2. Observed Percentage of Child Workers

Map 4: Observed Percentage of Child Workers at Fishing Landing Sites



The research team attempted to estimate the number of fishermen and children who appeared to be working at each of the landing sites. The team also sought to establish anecdotal evidence regarding any differences among geographic zones or tiers of landing sites in terms of the presence of child laborers. Overall, researchers observed roughly 587 child workers out of 3,250 workers across the 26 landing sites visited. About one-fifth (18 percent) of the fishing population appear to be children under 18. As can be seen in Figure 7 and Figure 8, while children can be found working across all landing sites, the ratio of child workers observed seemed to be higher in less developed landing sites (i.e., landing sites stratified as lower tiers in this study). Compared with other geographic locations, the percentage of working children is markedly lower in Zone 1 (Kampala-Entebbe) than in other zones. The differences likely result from the fact that there tends to be more vigorous enforcement of relevant regulations, and that awareness of child labor issues is higher in the capital and in more developed regions.

Figure 7: Observed Percentage of Child Workers, by Tier

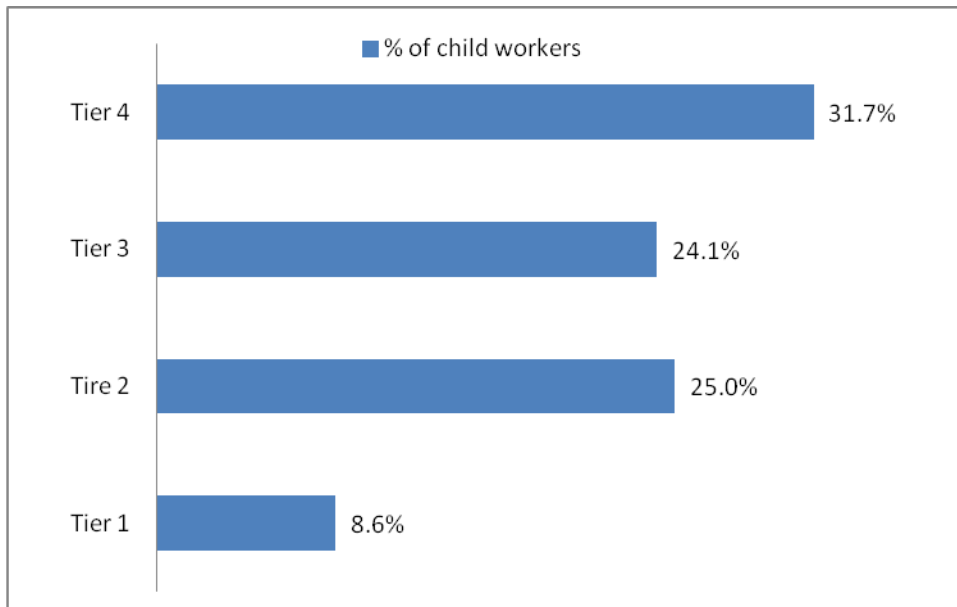
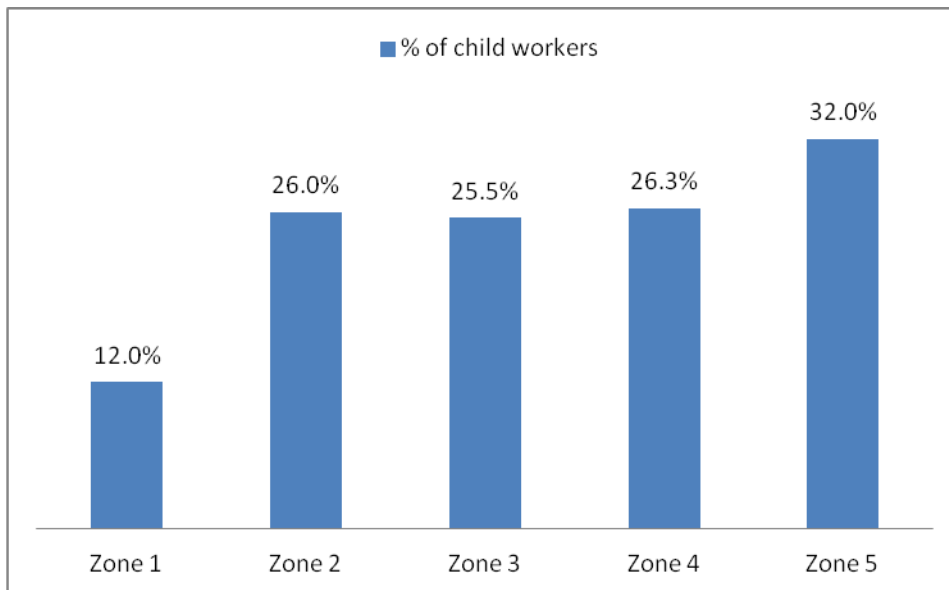


Figure 8: Observed Percentage of Child Workers, by Zone



3 Environment: Facilities and Hygiene

Almost all the landing sites visited were unclean and were infested with garbage or had remains of fish scattered around the site. While the research team found toilets or communal latrines in most landing sites, these facilities were largely located in less accessible areas on the sites and none were openly accessible to the public; rather, a fee was usually required to use them. Access to tap water was also limited in most landing sites. As a result, children could be seen transporting buckets of water from the lake for use.



Fishing boats at Kasensero landing site

V CONCLUSIONS

Through this mixed-methods research, various aspects of child labor issues affecting the fishing industry in Uganda were examined. Child workers can be found throughout the shores of Lake Victoria at landing sites of varying degrees of development. Children's work in the fishing industry is characterized by long hours in dangerous environments with inadequate safety measures. Many children are said to work overnight on the lake and sometimes work underwater to chase fish, and many are required to carry heavy loads. As a result of fishing work, most of the children interviewed had dropped out of school and saw little prospect of returning to school.

Driven by underlying vulnerabilities (mostly orphanhood and poverty), most of the children interviewed were introduced to the fishing industry with their parents' consent, through deception, or simply because they lacked viable alternatives for survival. The research team also found that a noticeable percentage of child workers were possible victims of human trafficking, although it is beyond the scope of this report to generate a statistical estimate of the prevalence of such trafficking. Children were found to have been moved across borders from neighboring Kenya, Rwanda, Tanzania, or within Uganda, from inland areas. To avoid the reportedly enhanced law enforcement efforts, an increasing number of children are said to be transported via waterways and in small groups.

Furthermore, the risks children face go beyond visible physical harm and can have a lasting impact on their long-term mental and physical development. This study found that working children are usually subject to physical and verbal abuse, and some are introduced to drugs and prostitution, either by their employers or fellow child laborers. The detrimental environment, coupled with these harmful activities and low school enrollment, creates a vicious cycle of poverty among the child workers, which then extends itself to the children's future offspring.

Recognizing these damaging effects, Uganda MGLSD has declared fishing work as hazardous child labor and prohibits the employment of children under 18 in fishing and associated activities.⁴⁹ Nevertheless, it is important to note that the issue of child labor in fishing is a symptom of various underlying and intertwined societal problems. To effectively eliminate such problems, it will take an integrated and systematic approach that tackles both the symptoms and the causes.

⁴⁹ See note 28.

APPENDIX A. FORMAL EXPERT INTERVIEW GUIDE

Formal Expert Interview Top Sheet

| | | |
|---|----------------------------------|------------------|
| Interviewer: | Date (mm/dd/yy) _ _ / _ _ / _ _ | |
| Place of interview | | |
| District: _____ County: _____ Town/Village: _____ | | |
| Unique ID Number for the Key Informant: _ _ _ _ | | |
| <i>[To be provided by supervisor. Put Unique ID in this box and on the indicated line at top of Page 3, the start of the research questions.]</i> | | |
| Name: | Age: _ _ | Sex: Male/Female |
| Time interview started: _ _ : _ _ (Use 24-hour clock) | | |
| Time interview ended: _ _ : _ _ (Use 24-hour clock) | | |
| Profession: | | |
| Position: | | |
| Employer/Affiliated Institution/Organization: | | |
| Contact information: | | |

Instructions: After interview is complete, remove top sheet. Place in envelope provided for top sheets only. Place interview form in separate envelope provided for interview forms only.

NOTE TO INTERVIEWER

- Please ask all questions in this interview guide to each person you interview. If the person doesn't have the knowledge or cannot answer the questions, you should note "N/A" or "No answer" as a response underneath each question. This way, we will be able to tell that the questions are at least asked.
- During the interviews, ask the respondents if they could provide copies of relevant materials and documents related to child labor/forced child labor in the fishing industry in Uganda or research papers on this topic if they can recommend the sources/where you can find such documents.
- If the interviewer wishes to insert his/her own opinions/comments regarding certain responses from the respondents, please put the comment under each response with a different font color and note that it is the interviewer's note.

Introduction Including Informed Consent Statement

Read the following statements to the respondent and answer any questions the individual may have. Do not begin the interview until all questions have been addressed and the individual has agreed to participate in the study.

- My name is _____ I am interviewing people about the production activities in the fishing sector and children's works in the fishing industry. Employing mixed method research techniques, our project aims to collect exploratory data on the causes and consequences of child labor in fishing industry in Uganda. We will collect information on children ages 5-17 working in the fishing sector. To get a comprehensive picture, we would like to speak with knowledge informants like you. The findings from this research are meant to contribute to promoting awareness of the issues and inform future programs aiming to ameliorate the issues of child labor in the fishing sector.
- The primary goal of research is to collect data on the characteristics, nature, and incidence of child work and forced child labor in the fishing sector in Uganda. To this end, you will be asked to share your knowledge and opinions of your personal involvement and/or your organization's work on child labor issues in Uganda, your knowledge of children's involvement in the fishing sector. The information will be incorporated into the final analytical report.
- Your participation in this study is **voluntary**. If you choose to talk with me, you can choose to not answer some questions or end the interview at any time.
- Your answers to the questions will be kept private and no one will know what you said. Your name will not be used in any reports.
- The interview will take about 30-45 minutes.
- I will answer any questions that you have about the study before we begin. Do you have any questions about the study?
- May we start the interview?

Interviewer Certification of Consent:

My signature affirms that I have read the verbal informed assent statement to the respondent. I have answered any questions asked about the study, and the respondent has agreed to be interviewed.

___ Respondent agreed to be interviewed

___ Respondent did not agree to be interviewed

Print Interviewer's Name _____

Interviewer's Signature _____ Date _____

Key Informant Interview Unique ID Number: _____

Research Questions

[FOR EACH ITEM, ASK THE GENERAL QUESTION FIRST, AND THEN PROBE THE SUB-ITEMS THAT HAVE NOT BEEN ADDRESSED SPONTANEOUSLY]

1. What is your personal and/or professional involvement on the issues of child labor and forced child labor in general, and children working in fishing industry in Uganda in particular?

2. What is your organization's view or mission regarding child labor, forced child labor, and moving/trafficking of children in general, and children working in fishing industry in particular?

3. What do you think is the general population's perception and attitude towards child workers in general and children working in the fishing sector in Uganda?

| 4. What are the regulations and policies of Uganda regarding child labor? | |
|--|--|
| <p>4.1 What are the laws/policies/programs in Uganda to combat child labor and forced child labor?</p> <p>4.2 What government agencies are responsible for implementing the laws and programs?</p> <p>4.3 What non-governmental organizations and programs are in existence in what regions to assist child laborers and/or former forced child labor victims in the fishing industry?</p> | |
| 5. How does the fishing industry work in Uganda in terms of supply chains? | |
| <p>5.1 From the time the fish is in the water, to the time when it is consumed, what are the activities involved in the fishing industry?</p> <p>5.2 What types of fish are caught?</p> <p>5.3 For each type of fish, are they processed/sold/marketed differently for different purposes? How?</p> <p>5.4 For each type of fish, where are the fish caught?</p> <p>5.5 For each type of fish, where are the fish processed?</p> | |

| | |
|---|--|
| <p>5.6 For each type of fish, where are the fish sold?</p> <p>5.7 What occupational groups are the key players in the fishing industry and what are their roles? (Probe: For examples, workshop owners, middle men, employers, workers, etc.)</p> <p>5.8 To your knowledge, are there children working in fishing sector? How many children are engaged in the fishing industry in Uganda? [Proportion of children under 18 over total workforce in the fishing industry]</p> <p>5.9 Do children migrate from other parts of the country or from other countries to work in fishing?</p> <p>5.10 Who employs those child workers in the fishing sector?</p> | |
| <p>6. What is the nature of the work done by children in fishing industry?</p> | |
| <p>6.1 For children working in fishing sector, what activities do they do? Do child workers perform different tasks/works than adult workers? If yes, how are they different?</p> <p>6.2 To your knowledge, how many hours do children usually work a day? How many days a week? Does the time worked differ based on the types of activities?</p> | |
| <p>7. What are the characteristics of the children engaged in the fishing industry in Uganda?</p> | |
| <p>7.1 Regarding children working in fishing sector, what are their usual ages? At what age do these children start working?</p> <p>7.2 Are there more girls or boys? Is there any difference between the work done by girls and boys?</p> | |

| | |
|--|--|
| <p>7.3 Do you know if children who work in fishing industry go to school?</p> <p>7.4 If they go to school, do they come to work before or after school in the morning or afternoon/evening and if more of them come to work during school breaks?</p> <p>7.5 What are the living conditions of child workers in fishing? [Probe: do they live in permanent or temporary housing? Do they have access to electricity, clean drinking water toilet, etc; do they live near the landing sites?]</p> <p>7.6 Are most child workers from the area? How many do you estimate are coming from other regions? Rephrase to make clearer that you are asking did they have to move here and now live here.</p> <p>7.7 If the children are originally from somewhere else and now live here, did they come with their families or with others (Specify)?</p> <p>7.8 If the children are originally from somewhere else and now live here without their families, what kind of place do they live in (e.g., in a temporary housing/dorm with other children who they work with)? Do employers provide housing or do children arrange for themselves? If employers provide housing, do they deduct cost from wages?</p> <p>7.9 If children live in a temporary facility, do children live with adult workers or they are separate from adult workers?</p> <p>7.10 Is it possible to observe the “actual” working environment? Or, taboo activities (such as child workers) will be removed before observations take place? Is it possible to interview the child workers?</p> | |
| 8. What are the environments of children’s work sites in fishing sector? | |
| <p>8.1 Are child workers exposed to any kind of danger/hazard? What are the dangers/hazards? [Probe if necessary: Sharp objects, heat, under water, dangerous machinery, drowning, etc.]</p> | |

| | |
|--|--|
| <p>8.2 How about the degree of physical requirements? Do they usually have to carry out tasks that are physically demanding?</p> <p>8.3 Where are the work sites that child workers perform their work?</p> | |
| <p>9. To what extent are children forced to work in fishing or moved/trafficked from within the country or from other countries into forced child labor situation in fishing industry?</p> | |
| <p>9.1 Do you know if children are forced or moved/trafficked to work in the fishing industry? [Interviewer: Explain (1) forced labor: work under the menace of any penalty for which the child does not offer him or herself voluntarily; (2) moving/trafficking in person: the transport of persons, by means of coercion, deception, or consent for the purpose of exploitation. In the case of children, coercion is not required to be considered trafficking.]</p> <p>9.2 If children are being moved/trafficked to work in the fishing industry, what are the means by which children are moved/trafficked? For example, are there recruiters/brokers involved in the process? How are they being trafficked?</p> <p>9.3 From where are children moved/trafficked?</p> <p>9.4 Could you give an example of how children get into forced labor in fishing or being moved/trafficked to work in fishing? (For example, are they working to paying off personal/family debt, being deceived into works in fishing, etc.?)</p> | |

| 10. What factors may affect timing/seasons and locations where child labor and forced labor occur? | |
|--|--|
| <p>10.1 Is the work in fishing seasonal, temporary, or long term? Why is it?</p> <p>10.2 Do child migrants periodically come to work and return to their place of origin? Under what circumstances do children leave fishing work?</p> <p>10.3 Do you know where the children come from?</p> <p>10.4 What are the factors that may affect timing/seasons and locations where child labor and forced labor occur?</p> <p>10.5 How do children learn of the work?</p> | |
| 11. What do you think are the factors that influence children to work in the fishing industry? | |
| <p>11.1 What are the reasons children work in the fishing industry? [Probe the following when applicable]</p> <ul style="list-style-type: none"> • Do children have access to education? • Due to family circumstances <ul style="list-style-type: none"> a. Poverty, recent income shocks. b. Paying off debt c. Family trauma (e.g., orphaned, death of parent) d. Family origin/migration from rural area e. Family structure (e.g., large number of children, single parent) f. Are they in this situation from family intent? g. Are parents or siblings employed? h. If so, in what capacity? i. Do children working in fishing industry in Uganda do so more often alone or with their parents? j. Have their families recently relocated from places outside their work areas? k. Economic disruption (Interviewer: an economic disruption is a change of the economic conditions in the area that resulted in economic difficulties in local communities such as the increase of the jobless) | |

| | |
|--|--|
| <p>l. Civil disruption [Interviewer: a civil disruption is any incidence that disrupt a community where an intervention will be required to maintain public safety, such as riots, strikes, or criminal activities].</p> <p>m. Other</p> <p>11.2 Why do you think that employers hire children to work in the fishing sector?</p> <p>11.3 What particular aspects of the fishing industry may encourage the use of forced child labor and/or child labor?</p> <p>11.4 How may market demands or labor supply in the industry be affecting the forced labor of children and child laborers?</p> | |
| <p>12. What are the other potential government and non-governmental organizations we could approach to discuss issues related to working children, particularly in the fishing sector?</p> | |
| | |
| <p>13. Is there anything else you would like to add?</p> | |
| | |

Thank you very much for your time and your valuable contribution.

APPENDIX B. INFORMAL EXPERT INTERVIEW GUIDE

Informal Expert Interview Top Sheet

| | | |
|--|-------------------------------|------------------|
| Interviewer: | Date (mm/dd/yy) __ / __ / __ | |
| Place of interview | | |
| District:_____ County:_____ Town/Village:_____ | | |
| Unique ID Number for the Key Informant: __ _ | | |
| [To be provided by supervisor. Put Unique ID in this box and on the indicated line at top of Page 3, the start of the research questions.] | | |
| Name: | Age: __ _ | Sex: Male/Female |
| Time interview started: __ _ : __ _ (Use 24-hour clock) | | |
| Time interview ended: __ _ : __ _ (Use 24-hour clock) | | |
| Profession: | | |
| Position (if applicable): | | |
| Employer: | | |
| Contact information: | | |

Instructions: After interview is complete remove top sheet. Place in envelope provided for top sheets only. Place interview form in separate envelope provided for interview forms only.

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- If the interviewer wishes to insert his/her own opinions/comments regarding certain responses from the respondents, please put the comment under each response with a different font color:

Introduction Including Informed Consent Statement

Read the following statements to the respondent and answer any questions the individual may have. Do not begin the interview until all questions have been addressed and the individual has agreed to participate in the study.

- Hello, my name is _____. I am talking with people about production activities in the fishing sector and children's involvement in the industry. Through the study, we would like to find out how the industry works—what fishermen do, their working/living conditions, and children's works in the sector. The findings will try to find out how if and how children are affected by work, and what can be done to help them. The information will be incorporated into an analytical report that examines the causes and consequences of child workers in Uganda's fishing sector.
- Your participation in this study is voluntary. If you choose to talk with me, you can choose to not answer some questions or end the interview at any time.
- Your answers to the questions will be kept private and no one will know what you said. Your name will not be used in any reports.
- The interview will take about 30–45 minutes.
- I will answer any questions that you have about the study before we begin. Do you have any questions about the study?
- May we start the interview?

Interviewer Certification of Consent:

My signature affirms that I have read the verbal informed assent statement to the respondent. I have answered any questions asked about the study, and the respondent has agreed to be interviewed.

___ Respondent agreed to be interviewed

___ Respondent did not agree to be interviewed

Print Interviewer's Name _____

Interviewer's Signature _____ Date _____

Key Informant Interview Unique ID Number: _____

Research Questions

[FOR EACH ITEM, ASK THE GENERAL QUESTION FIRST, AND THEN PROBE THE SUB-ITEMS THAT HAVE NOT BEEN ADDRESSED SPONTANEOUSLY.]

| 1. Please describe how fishing sector works? | |
|---|--|
| <p>1.1 What do you do in the fishing industry? [Probe if necessary: what are your roles, your activities]?</p> <p>1.2 What are the activities (or roles) that other people do in the fishing industry in your village/community? [Probe: Fishing, boat-maintenance, boat-cleaning, fish vending, etc., and clarify who/what types of individuals are doing them]</p> <p>1.3 What types of fish are caught around here? Are the fish processed before they are consumed (smoked, sun dried, salted, canned, etc.)? If so, how and where?</p> | |
| 2. What is the nature of the work done by children in the fishing industry? | |
| <p>2.1 Aside from adult workers, are there children (under 18) working in the fishing sector? If so, what is the proportion of child workers in a typical fishing worksite?</p> <p>2.2 In the fishing sector, what activities do these children do? How are they distributed by activities? [Probe: Roughly how many children do each type of activity?]</p> <p>2.3 Do children perform different tasks from the adults? If yes, how do they differ?</p> <p>2.4 How many hours do children usually work a day?</p> <p>2.5 How many days a week?</p> <p>2.6 Do children working in the fishing sector have to carry out physically demanding tasks? [Probe: Such as carrying heavy loads, moving or using heavy machinery or tools, etc.]</p> <p>2.7 Who employs those child workers? [Probe: Do children work for others]</p> | |

| | |
|--|--|
| <p>such as local or outside fishing companies, or for their own families?]</p> <p>2.8 Do children working in the fishing sector do so more often alone or with their parents?</p> | |
| <p>3. I would like to talk to you more about the working conditions of fishing workers who are under 18.</p> | |
| <p>3.1 Are child workers exposed to any kind of danger/hazard? What type of dangers and risks do such children face in the fishing industry? [Probe if necessary: Such as sharp objects, heat, under water, abuse from coworkers/employers, exposure to drugs/alcohol, etc.].</p> <p>3.2 Are they paid/compensated for their works? In what form, and how frequently? [Probe: In cash, other forms of payment or in-kind; how frequently: daily, weekly, monthly, or by apiece; directly to them or to others?]</p> <p>3.3 Do you know if there are children coming from elsewhere to work in fishing in your village/community? Do they come here alone or with their immediate/close family?</p> <p>3.4 Do you know if there are children being brought from somewhere else to work in fishing in the village/community?</p> <p>3.5 If so, from where and how are they brought here and by whom? Are you aware if there are recruiters or labor contractors involved in the process?</p> <p>3.6 Are they [child workers] free to leave their jobs if they want to?</p> <p>3.7 If not, why not? [Interviewer: Probe if they would be punished by either the employers or the family, and in what way; if employers hold the payment, children's passports/travel documents/identification documents, children need to work to pay off debt, etc.]</p> | |

4. What are the characteristics of child workers in fishing sector?

- 4.1 How old are the child workers?
At what age do these children start working?
- 4.2 Are there more girls or boys? Do boys and girls conduct different types of fishing activities?
- 4.3 Do you know if the children who work in the fishing industry go to school?
- 4.4 If they go to school, when do they come to work? [Probe: do they come to work before or after school in the morning or afternoon/evening and if more of them come to work during school breaks?]
- 4.5 Do child workers live with their families and commute to work, or do they come from a distance?
- 4.6 If the children are from somewhere else, what kind of place do they live in (e.g., in a temporary housing/dorm with other children who they work with)? Does the employer provide the housing or does the child arrange it for themselves? If employers provide them, do they deduct cost from wages?
- 4.7 If in a temporary housing/room, do they live with adult workers or the child workers are living separately from adult workers?

5. What do you think are the factors that influence children to work in the fishing sector?

- 5.1 Why do children work in the fishing sector? [Interviewer: Probe the following when applicable:]
- Do the children have access to education?
 - Due to children's family circumstances?
 - a. Poverty, recent income shocks
 - b. Paying off debt
 - c. Family trauma (e.g., orphaned, death of parent)
 - d. Family origin/migration from rural area
 - e. Family structure (e.g., large number of children, single parent)
 - f. Are they in this situation from family intent? Specifically, do the children's families willingly let the children work in fishing sector?
 - g. Economic disruption (Interviewer: Explain that an economic disruption is a change of the economic conditions in the area that resulted in economic difficulties in local communities such as the increase of the jobless)
 - h. Civil disruption (Interviewer: explain that a civil disruption is any incidence that disrupt a community where an intervention will be required to maintain public safety, such as riots, strikes, or criminal activities)
 - Have their families recently relocated from places outside their work areas?
 - Other: (Comment)_____
- 5.2 Why do you think that employers would want to hire children to work in the fishing industry?

6. What do people in your village/community think about children working in the fishing sector? [Probe: Do adults, including the families and employees of child laborers, consider children's work to be hazardous child labor or a beneficial development activity?]

| |
|--|
| |
|--|

7. Is there anything else you would like to add?

| |
|--|
| |
|--|

Thank you very much for your time and your valuable contribution.

APPENDIX C. CHILD INTERVIEW GUIDE

SECTION A: GENERAL INFORMATION [Respondents: All 5–17 years old]

| | | | | |
|------|-----------------------|---|--------------|-----------------|
| A1. | Child ID Number | _ _ _ _ | | |
| A2. | District | _____ | | |
| A3. | County | _____ | | |
| A4. | Village | _____ | | |
| A5. | Worksite ID | _ _ _ _ | | |
| A6.1 | Latitude | N/S _ _ _ . _ _ _ _ _ _ | | |
| A6.2 | Longitude | E/W _ _ _ _ . _ _ _ _ _ _ | | |
| A7. | Location of interview | 1. Child's home 2. Other: (Specify) _____ | | |
| A8. | Sex of Interviewer | 1. Male 2. Female | | |
| A9a. | Interviewer Name | _____ | | |
| A9b. | Interviewer Code | _ _ _ | | |
| A10. | Date of Interview | Day _ _ _ | Month _ _ _ | Year _ _ _ _ _ |
| A11. | Interview Start Time | _ _ _ : _ _ _ (Record time using 24-hour clock (e.g., 14:00, not 2:00 pm)) | | |
| A12. | Interview End Time | _ _ _ : _ _ _ (Record time using 24-hour clock (e.g., 14:00, not 2:00 pm)) | | |

Introduction Including Informed Consent Statement (for children)

Child's ID No: |__|__|__|

Child's Name: _____

Instructions to Interviewer: This form can be used to obtain parental permission for the child to be interviewed. In the case when parents/guardians are not available for granting the consent, the interviewer is required to seek consent from adults responsible for the child, such as work supervisors. Read the following statements to the parent/guardian/responsible adult of the selected child and answer any questions the individual may have. Do not begin the interview(s) until all questions have been addressed, the parent/guardian/responsible adult has agreed to let the child/children participate in the study, and the child has agreed to be interviewed.

- My name is _____. I am conducting a research about the production activities in the fishing sector and children's works in the industry. Through the study, we would like to find out how the industry works—what fishermen do, their working/living conditions, and children's works in the sector. The findings will try to find out how if and how children are affected by work, and what can be done to help them. The information will be incorporated into an analytical report that examines the causes and consequences of child workers in Uganda's fishing sector.
- Now I would like to ask some questions of [child's name].
- The participation of your child/children in this study is **voluntary**, and s/he can choose whether or not to participate.
- Your child/children does/do not have to answer the questions and he/she can skip questions if s/he does not want answer them. Additionally, s/he can stop the interview at any time.
- Your child's answers will be kept private and no one else will know his/her answers.
- Please be assured that neither your name nor your child's name will be used in any reports.
- The interview with your child will take about 30 minutes.
- Do you have any questions of me before I talk with your child/children?
- May I talk with your child/children?

Interviewer Certification of Parental Consent:

My signature affirms that I have read the verbal informed parental consent statement to the parent/guardian, and I have answered any questions asked about the study.

___ Parent/guardian/responsible adult gave consent for participation of selected child

___ Parent/guardian/responsible adult did not give consent for participation of selected child

Print Interviewer's Name

Date

Interviewer's Signature

Verbal Informed Consent Statement: Child Questionnaire Assent

Child’s ID No: |_|_|_|

Child’s Name: _____

Instructions to Interviewer: This form is to be used to obtain assent from a respondent over the age of 12 and younger than 18 years. Read the following statements to the selected respondent and answer any questions the respondent may have. Do not begin the interview until all questions have been addressed and the respondent has agreed to participate in the study. Do not interview the respondent if he/she does not give assent even if the parent has given consent.

- Hello, my name is _____. I am talking with children who work in communities like you. Through the study, we would like to find out how the industry works—what fishermen do, their working/living conditions, and children’s works in the sector. . The findings will try to find out how if and how children are affected by work, and what can be done to help them .The information will be used in a study about children in Uganda who work.
- Your mother/father/guardian/supervisor (or other responsible adult) has given me permission to talk with you.
- I would like to ask you some questions about the work you do.
- Your participation is **voluntary**. If you choose to participate, you can choose not to answer some questions and you can stop at any time.
- Your answers to the questions will be kept private and no one else will know what you said.
- Your name will not be used in any reports.
- It will take about 30 minutes to talk with me.
- Do you have any questions about the study?
- May we begin?

Interviewer Certification of Consent:

My signature affirms that I have read the verbal informed assent statement to the child respondent, and I have answered any questions asked about the study, and the respondent has agreed to be interviewed.

___ Respondent agreed to be interviewed

___ Respondent did not agree to be interviewed

Print Interviewer’s Name _____

Interviewer’s Signature _____ Date _____

Interview Results:

| | |
|----------------------------------|----|
| Interview Completed | 1 |
| Interview incomplete/rejected | 2 |
| Child disabled/sick/cannot speak | 3 |
| Other: (Specify _____) | 96 |

SECTION B: CHILD IDENTIFICATION AND DEMOGRAPHICS
[Respondents: Age 5–17 Years]

B1. Tell me how old you are (in completed years)?

1. |__|__| (If aged between 5 and 17, go to B3. If not, terminate the interview)
2. Don't know (Go to B2)

B2. (If age is not known) Can you estimate for me how old you are? (Read responses)

1. 1–4 years (Terminate the interview)
2. 5–8 years (Go to B3)
3. 9–13 years (Go to B3)
4. 14–15 years (Go to B3)
5. 16–17 years (Go to B3)
6. 18 or older (Terminate the interview)

B3. Gender of the Respondent (Circle One)

1. Male
2. Female

SECTION C: FISHING-RELATED WORK

C1. Have you engaged in any of fishing-related activities in the past 12 months?

1. Yes
2. No
98. DK
99. Refused

C2. What fishing-related activities have you engaged in the past 12 months?
(READ OPTIONS. Circle all that apply.)

| | | |
|--|--------|-------|
| a. Catching fish | 1. Yes | 2. No |
| b. Fetching firewood for processing of fish | 1. Yes | 2. No |
| c. Processing fish (such as fish smoking/salting/sun drying) | 1. Yes | 2. No |
| d. Transporting fish | 1. Yes | 2. No |
| e. Fish vending | 1. Yes | 2. No |
| f. Making/repairing canoes/boats | 1. Yes | 2. No |
| g. Transporting water for fish cleaning or processing | 1. Yes | 2. No |
| h. Scaling fish | 1. Yes | 2. No |
| i. Fish cutting | 1. Yes | 2. No |
| j. Washing/cleaning fish | 1. Yes | 2. No |
| k. Sorting fish | 1. Yes | 2. No |
| l. Cleaning boats | 1. Yes | 2. No |
| m. Washing nets | 1. Yes | 2. No |
| n. Mending nets | 1. Yes | 2. No |
| o. Emptying water from the boat while fishing | 1. Yes | 2. No |
| p. Rowing the boat | 1. Yes | 2. No |
| q. Diving into water for fishing | 1. Yes | 2. No |
| r. Riding motorized boats | 1. Yes | 2. No |
| s. Hooking/spearing fish | 1. Yes | 2. No |
| t. Sedating/poisoning fish | 1. Yes | 2. No |
| u. Loading/offloading goods/fish from the boat/ship | 1. Yes | 2. No |
| v. Other: (Specify) _____ | 1. Yes | 2. No |

C3. Child engaged in at least one fishing activity? (Circle one)

1. Yes: Child is engaged in at least one fishing-related activity (Continue to C4)

2. No: Child is not engaged in any one of fishing-related activity (Finalize interview)

C4. When was the last time you engaged in any of the activities you mentioned at least one hour?

- 1. Yesterday or today
- 2. In the last 7 days
- 3. In the last month
- 4. In the last 3 months
- 5. In the last 12 months.
- 98. Don't know
- 99. Refused

C5. (If have worked in fishing in the past week; C4=1 or 2) Please tell me in average how many hours do you spend a day on works related to fishing in the past week? Please give me your best guess if you don't know the exact number of hours.

|| Hours per day

- 98. Don't know
- 99. Refused

C6. How many days in the past week have you worked in fishing-related work?

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- 98. Don't know
- 99. Refused

C7. In a typical workday, what time do you usually start and finish working on fishing related activities? **(Record time using 24-hour clock, e.g., 14:00, not 2:00 pm).**

If child unable to provide a specific time, enter 98 (Don't Know) or 99 (Refused).

| | | | Start | | Finish | |
|-------|-----|----|-------|-------|--------|-------|
| | | | Hrs | Mins. | Hrs | Mins. |
| Day | Yes | No | _ | _ | _ | _ |
| Night | Yes | No | _ | _ | _ | _ |

SECTION D: WORK CONDITIONS, HEALTH AND HAZARDS

For your works in fishing:

D1. Do you have to carry heavy loads while working?

1. Yes, usually
2. Yes, sometimes
3. No

D2. Do you use any tool/machinery while working?

1. Yes
2. No

D3. (If yes to D2) What are the tools/machinery that you use?_____

D4. (If yes to D2) Have you had any training to use those tools or machinery?

1. Yes
2. No

D5. Are you exposed to any of the following hazards/threats at your current work in fishing? **(Read each of the following options and circle affirmative answers)**

| | Yes | No |
|--|------------|-----------|
| 1. Loud noise | 1 | 2 |
| 2. Extreme temperatures or humidity | 1 | 2 |
| 3. Dark or in rooms with inadequate lighting | 1 | 2 |
| 4. Work with insufficient ventilation | 1 | 2 |
| 5. Work underwater | 1 | 2 |
| 6. Slip, trip, or falling hazards | 1 | 2 |
| 7. Dangerous tools (knives, etc) | 1 | 2 |
| 8. Dust | 1 | 2 |
| 9. Fumes and smells that are irritating | 1 | 2 |
| 10. Chemicals and other substances that cause rash, burns or other skin problems | 1 | 2 |
| 11. Other: (Specify) _____ | 1 | 2 |
| 12. Other: (Specify) _____ | 1 | 2 |
| 13. Other: (Specify) _____ | 1 | 2 |

D6. Have you ever been injured or sick due to hazards mentioned about in the past 12 months?

1. Yes
2. No **(Skip to D9)**
99. Refused **(Skip to D9)**

D7. If yes, what types of injury or illness?

(Do not read. Circle all that apply.)

| Injuries | Illness |
|---|---|
| 1. Wounds/cuts 2. Broken bones 3. Insect bites 4. Back pains 5. Muscle pains 6. Burns 7. Skin infections/itchiness 8. Eye infections | 9. Diarrhea 10. Vomiting 11. Fever 12. Respiratory or breathing problems 13. Malaria 14. Typhoid fever 15. Anemia 16. Cholera 17. Eye problems 18. Extreme fatigue 19. Stomach problems |
| 20. Other: (Specify) _____ 21. Other: (Specify) _____ 22. Other: (Specify) _____ | |

D8. (If yes to D6) How were you affected by that injury/illness to your work?

[DO NOT READ RESPONSE CATEGORIES. INTERVIEWERS SHOULD RECORD THE ANSWER IN THE SPACE BELOW AND CIRCLE APPROPRIATE RESPONSE CATEGORIES. MULTIPLE RESPONSES, CIRCLE ALL THAT APPLY]

- 1. Simple injury, continued work
- 2. Absent in work for a few days
- 3. Absent in the work for ever
- 98. Don't know
- 99. Refused

D9. Do you wear protective clothing like gloves or boots when you work?

- 1. Yes
- 2. No **(Skip to D11)**
- 99. Refused **(Skip to D11)**

D10. (If yes in D9, which personal protective equipments do you use?

(Multiple Responses. Circle all that apply.)

- 1. Goggles
- 2. Safety helmet
- 3. Life vest
- 4. Ear plugs
- 5. Face shield
- 6. Protective clothing (leather, asbestos, wool)
- 7. Gloves
- 8. Other: **(Specify)** _____
- 98. Don't know
- 99. Refused

D11. Have you been mistreated by employer at work? **(Interviewer: Probe if the child has been reprimanded, punished, etc.)**

- 1. Yes
- 2. No
- 99. Refused

D12. If yes, can you tell me what kinds of mistreatment you have received?

D13. Have you seen children engage in anything/activity that you think is harmful to children in your community or the place you work (things such as children abusing drugs, stealing, smoking, prostitution, etc.)?

- 1. Yes
- 2. No
- 99. Refused

D14. If yes, please tell me what these activities are? And how frequently do you see the following activities in your community or at your place at work (always, often, sometimes, or rarely)?

SECTION E: EARNINGS

E1. What are you getting in exchange for your works in fishing?

- 1. Cash
- 2. New skill (apprenticeship)
- 3. Education
- 4. Shelter, food, clothing
- 5. Medical assistance
- 6. Nothing **(Go to F1)**
- 96. Other: **(Specify)** _____
- 98. Don't Know
- 99. Refused

E2. What was the amount of your payment (cash or other benefit) you earned for the last 7 days you worked, including any money given to your parents or other relatives for the work you completed? **(OPEN-ENDED)**

Amount _____ (local currency)

E3. Do you or your employer give part or all of your earnings to your parents/guardians or other relatives?

1. Yes, all given directly through the employer
2. Yes, I give all by myself
3. Yes, part given through the employer
4. Yes, I give part by myself
5. No, none is given to my parents or other relatives
98. Don't Know
99. Refused

E4. How is your pay determined?

[DO NOT READ RESPONSE CATEGORIES. INTERVIEWERS SHOULD RECORD THE ANSWER IN THE SPACE BELOW AND CIRCLE APPROPRIATE RESPONSE CATEGORIES. MULTIPLE RESPONSES, CIRCLE ALL THAT APPLY.]

1. Piece rate or by tasks completed
2. Hourly
3. Daily
4. Weekly
5. Monthly
6. Upon completion of a task
96. Other: (**Specify**) _____
99. Refused

E5. What do you do with the money you keep?

1. Buy school material/books
2. Buy food or/and clothing
3. Buy more goods to sell
4. Expend in amusements
5. Pay rent
6. Save
7. No cash income
96. Other: (**Specify**) _____
98. Don't Know
99. Refused

E6. How often do you have problems with your payment, such as delay on payment, inadequate amount, etc.?

1. Frequently
2. Off and on
3. Not often
4. Never
98. Don't Know
99. Refused

SECTION F: EDUCATION

F1. What is the highest level/grade that you have completed in school?

| | | |
|----------|-----------------------------|---------------|
| 0 | Nursery/Kindergarten | |
| 1 | Primary 1 | Lower Primary |
| 2 | Primary 2 | |
| 3 | Primary 3 | |
| 4 | Primary 4 | |
| 5 | Primary 5 | Upper Primary |
| 6 | Primary 6 | |
| 7 | Primary 7 | |
| 8 | Senior 1 | Secondary |
| 9 | Senior 2 | |
| 10 | Senior 3 | |
| 11 | Senior 4 | |
| 12 | Senior 5 | |
| 98 | Don't Know | |
| 99 | Refused | |

F2. Are you currently attending school?

1. Yes
2. No **(Skip to F5)**
9. Refused

F3. Does your work in fishing related activities interfere with your studies?

1. Yes
2. No **(Skip to G1)**
99. Refused **(Skip to G1)**

F4. [If YES in F3]. How does your work in fishing affect your study?

F5. (If not currently attending school; NO to F2) What is/are the reason(s) why you are not currently attending school?

SECTION G: FAMILY BACKGROUND AND LIVING CONDITIONS

G1. Is your mother alive?

1. Yes
2. No
98. Don't Know
99. Refused

G2. Is your father alive?

1. Yes
2. No
98. Don't Know
99. Refused

G3. Who do you live with?

1. Mother
2. Father
3. Husband/Wife
4. Brother(s)/Sister(s)
5. Uncle(s)/Aunt(s)
6. Grandparent (s)
7. Other relatives
8. With friends
9. Alone
10. Owner/Master's family
96. Other: **(Specify)** _____
99. Refused

G4. Where do you live?

1. In parents' house
2. In relatives' house
3. In-laws' house
4. In friend's house
5. Lodge
6. Employer's house
7. Rented house/room
96. Other: **(Specify)** _____
99. Refused

SECTION H: INTRODUCTION TO WORK

H1. What are the reasons why you work?

(DO NOT READ RESPONSE; INTERVIEWERS SHOULD RECORD THE RESPONSE IN THE SPACE BELOW AND CIRCLE THE APPROPRIATE RESPONSE CATEGORIES; Multiple Responses. Circle all that apply)

1. To help family income
2. To pay outstanding family debt
3. To pay outstanding individual debt
4. To help in household enterprise
5. To learn skills
6. Cannot afford school fees
7. To pay personal expenses, food, clothing, various amusements
96. Other: **(Specify)** _____
98. Don't Know
99. Refused

H2. Are you working on your own or for an employer?

1. On one's own (Skip to I1)
2. For an employer

H3. (If mentioned paying off family or individual debt in H1 and working for an employer in H2) You mentioned you work to pay off [family] debt. Is the debt owed to your current employer or associated with your current employer?

1. Yes
2. No

H4. Who made the decision for you to work in fishing?

(Multiple Responses. Circle all that apply)

1. Father
2. Mother
3. Other relative
4. Friend
5. Employer
6. Labor contractor
7. Self
96. Other: **(Specify)** _____
98. Don't Know
99. Refused

H5. What might have happened if you refused to work for this employer?

1. Family would lose some privileges (land, housing, etc.)
2. Other family members would lose their job
3. This employer would tell other employers in the area not to hire me
4. This employer would tell other employers in the area not to hire my relatives
5. Physical violence on me or on other family members
6. My parents/family could not have loans from employer/landowner anymore
7. To be without resources
8. Nothing

H6. At the time of your recruitment, did you receive any promise about the job, such as access to education, food and shelter, salary, living conditions, nature of the job, etc.?

1. Yes
2. No

H7. If yes (H6=1) Does the job you have now meet the promises that you have had at the time of recruitment?

1. Yes
2. No

H8. If no, what has not lived to the promises you had?

1. Wage (payment timing or amount of payment)
2. Living conditions
3. Time off
4. Working hours
5. Difficulty of work
6. Injuries or illness associated with work
7. Job; I was expecting another job
8. Access to education
9. Employer
10. Frequency to visit parents
11. Other: **(Specify)** _____

H9. Are you able to leave your job if you want to?

1. Yes **(Skip to I1)**
2. No
99. Refused **(Skip to I1)**

H10. **[If NO in H9]** Why are you unable to leave your job? (Do not probe; circle all that applies)

1. Parents would lost benefits (land, housing, etc.)
2. Other family members would lose their job
3. Because of the advance given to parents
4. Because of the loan taken by parents
5. Because my employer owes me delayed wages
6. Because my employer keeps my ID/Travel Documents
7. Other: **(Specify)**_____

H11. What would you risk if you leave in spite of the interdiction?

1. I wouldn't get my due wages
2. Other family members would lose their jobs
3. My employer would tell other employers in the area not to hire me
4. My employer would beat me if he finds me
5. Employer would take revenge on my family
6. I would be without any resource

SECTION I: MOBILITY/MIGRATION

I1. Were you born in here or elsewhere?

1. Here **(Got to J1)**
2. Elsewhere
99. Refused **(Go to J1)**

I2. You mentioned that you were not born in here. Please tell me where you lived prior to coming here?

Country (if not Uganda) _____
 District _____
 County _____
 Village _____
 Don't Know 98
 Refused 99

I3. When did you come to this village, town, or locality?

Year |_|_|_|_|_|_|_|
 Month |_|_|_|

I4. What forms of transportation did you use to get here?

1. By car
2. By plane
3. By foot
4. By foot and car
5. By train
6. By boat
7. Other

I5. When you moved here, did a parent, guardian or spouse move with you?

1. Yes
2. No

I6. What was the main reason you came to this village, town, or locality? **(DO NOT PROBE. Interviewers should circle those applicable.)**

- 1. Job transfer or found a job
- 2. Looking for job
- 3. To be closer to school
- 4. Marriage or divorce
- 5. Moved with family
- 6. Refugee
- 96. Other: **(Specify)** _____
- 98. Don't Know
- 99. Refused

I7. **[If coming here for a job or job transfer]** You mentioned you came here for a job or for job transfer. I would like to learn about how that happened. Was a labor contractor/recruiter involved in finding you your job?

- 1. Yes
- 2. No
- 98. Don't Know
- 99. Refused

I8. Who made the decision that you would move to your current place of residence? **(DO NOT READ THE RESPONSE. Multiple Responses. Circle all that apply)**

- 1. Father
- 2. Mother
- 3. Other relative
- 4. Friend
- 5. Employer
- 6. Labor contractor
- 7. Self
- 96. Other: **(Specify)** _____
- 98. Don't Know
- 99. Refused

I9. Did anyone receive money or anything else or repay a debt in exchange for your moving to your current place of residence?

- 1. Yes
- 2. No **(Skip to I10)**
- 98. Don't Know **(Skip to I10)**
- 99. Refused **(Skip to I10)**

I10. **[If yes in I9]** Who received the money/the benefit?

1. Father
2. Mother
3. Other relative
4. Friend
5. Employer
6. Labor contractor
96. Other: **(Specify)** _____
98. Don't Know
99. Refused

I11. Did you come here of your own will?

1. Yes
2. No
99. Refused

I12. **(If not moving with a parent or guardian; no to I4)** How often do you visit your parents/home?

1. Never
2. Every month
3. Every 6 months
4. Every year
96. Other: **(Specify)** _____
99. Refused

I13. Did you send any of your earning to your parents or other family members in last 12 months?

1. Yes
2. No
98. Don't Know
99. Refused

I14. Did your employer/contactor send any money on your behalf to your parents/family members in last 12 months?

1. Yes
2. No
98. Don't Know
99. Refused

I15. How many other children did you come with to this landing site?

____|____| Children

I16. Have you worked in fishing related activities on another landing site before?

1. Yes
2. No
99. Refused

SECTION J: PERCEPTION OF WORKS AND FUTURE

J1. How do you feel about working in the fishing sector?

1. Proud
2. Sad
3. Bored
4. Happy
5. Tired
6. Indifferent
7. Other: **(Specify)**_____

J2. What would like to do when you grow up?

1. To study and have a profession
2. To manage my own business
3. To work as an employee
4. Do not know
5. Other: **(Specify)**_____

SECTION K. INTERVIEWER NOTE

K1. Was there any adult present during this interview

1. Yes
2. No (**Go to K3**)

K2. If yes, who was present?

1. Parents
2. Other adult family members
3. Others adults from outside the family

K3. Was anybody coaching or scolding during this interview?

1. Yes
2. No

K4. Were there any children present during this interview?

1. Yes
2. No

K5. Did the child have any observable injuries?

1. Yes
2. No

K6. If yes, what kind of injuries did they have?

| |
|--|
| |
|--|

APPENDIX D. WORKSITE OBSERVATION GUIDELINES

| | | | |
|---|--|------------|------------------|
| Name of the Observer: | _____ | | |
| Date of Observation: | Day _ _ | Month _ _ | Year _ _ _ _ |
| Workshop ID Number | _ _ _ _ | | |
| Location of the Landing Site | District | County | Village |
| Name of the Landing Site | _____ | | |
| Type of Landing Site | 1. Tier I Landing Site (International & National Supply Chain) 2. Tier II Landing Site (Regional Supply Chains) 3. Tier III Landing Site (Local Supply Chain) 4. Tire IV Landing Site (Self-consumption/Temporary Site) | | |
| What are the coordinates of the main entrance to the worksite? (GPS reading) | Latitude | N | _ _ . _ _ _ _ |
| | Longitude | E | _ _ _ . _ _ _ _ |

A. Working Activities

| | | | |
|-----|---|---|---|
| A1. | How many workers are visible? | _ _ _ | |
| A2. | How many child workers are visible? ⁵⁰ | _ _ _ | |
| A3. | How many child workers are apparently injured? | | |
| A4. | If yes, Specify the nature of the injuries. (Such as bandages, insect bites, swollen limbs, etc.) | | |
| A5. | What types of fish care caught at this site? | | |
| A6. | A6a. Are workers exposed to any of the following hazards? | A6b. Are there safety measures? (Y/N) | A6c. (If YES to A6b.) Specify safety measure: |
| | a. Dust/dirt | 1. Yes 2. No | |
| | b. Sharp objects | 1. Yes 2. No | |
| | c. Toxic chemicals (cleaning agents, fish poisoning chemicals) | 1. Yes 2. No | |
| | d. Liquids (gasoline, etc.) | 1. Yes 2. No | |
| | e. Smoke, fumes, etc. | 1. Yes 2. No | |
| | f. Loud noises | 1. Yes 2. No | |
| | g. Extreme temperature exposure (cold, ice, sun, heat, fire etc) | 1. Yes 2. No | |
| | h. Machinery (conveyor or belt, motor engine, etc.) | 1. Yes 2. No | |

⁵⁰ If unsure whether the individual is under 18, do NOT count here.

| | | |
|--|--|--|
| A7. | Are there any other visible hazards not listed above? | 1. Yes (<i>Specify</i>) _____ 2. No |
| A8. Please describe exact tasks being carried out by children Please list the specific tasks performed by children and describe relevant aspects, including: <ul style="list-style-type: none"> • The series of actions to perform these tasks • The speed/stress associated with the tasks • In coordination with other children/adults or alone, • If it is "non-stop" from one cycle of tasks to the other, • If it has a formative character (learning of skills or it is just a repetitive task, etc) | | |
| A9. Emotional Appearance Please describe the observed psychological/emotional appearance of the children. For instance, do you see any (and how many) child appearing to be fearful, worried, outgoing, shy, alert, tired or not observable? | | |
| A10. Treatment by employers Please describe any abuse against the children that you may notice while observing any particular activity, including: <ul style="list-style-type: none"> • Physical abuse: direct blows, pushing, kicks, blows with objects • Verbal abuse: shouting, insults, offensive nicknames Try to establish if it is a separate incident occurring with a victim or a constant way of relation with a child or group of children within an activity. Put not observable if these conditions cannot be observed by researchers. | | |
| A11. | Does the presence of researchers have an effect on how children/adults work? (For instance, if they stop the work and look at the researchers) | 1. Yes 2. No |

B. Worksite Environments and Conditions

| | | |
|------------|--|--|
| B1. | By estimate, how many boats are there in the landing sites? (<i>Circle one</i>) | 1. < 40 boats 2. 40~80 boats 3. 41~120 boats 4. ≥ 121 boats |
| B2. | Is there any residential housing around the landing site? | 1. Yes 2. No |
| B3. | If yes, are they permanent housing or temporary? | 1. Permanent 2. Temporary 3. Mixing of permanent and temporary housing |

| | | | | | |
|------------|--|---|-------|---|--|
| B4. | Is the worksite shared with another business that is run by another manager? | 1. Yes 2. No | | | |
| B5. | Is the landing site closed, semi-closed or open to outside access? | 1. Open: no restriction on entry and exist 2. Semi-closed: checking upon both entry and exit 3. Semi-closed: checking upon either entry or exit 4. Closed: permission required | | | |
| B6. | How clean is the worksite? <i>(Look for dust, tools, trash)</i> | 1. Very clean 2. Somewhat clean 3. Dirty | | | |
| B7. | Are the following facilities available in the landing site? | | | | |
| | Facility | B7a. Is it there? <i>(Y/N)</i> | | B7b. Type? <i>(See codes below)</i> | B7c. Is it accessible? <i>(Y/N)</i> |
| | a. Toilet | 1. Yes | 2. No | _ _ _ | 1. Yes 2. No |
| | b. Clean drinking water | 1. Yes | 2. No | _ _ _ | 1. Yes 2. No |
| | f. Safety equipment | 1. Yes | 2. No | _ _ _ | 1. Yes 2. No |
| | Toilet/Latrine: | Drinking Water: | | Safety Equipment: | |
| | 1. Indoor flush toilet | 1. Pipe water | | 1. First aid kit | |
| | 2. Outdoor flush toilet | 2. Covered well/hand pipe | | 2. Fire extinguisher | |
| | 3. Private latrine | 3. Open well | | 96. Other: (Specify) _____ | |
| | 4. Communal latrine | 4. Open water | | | |
| | 96. Other: (Specify) _____ | 96. Other: (Specify) _____ | | | |
| | 96. Other: (Specify) _____ | | | | |