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Nigerian Policy on Child Labor: An Evaluation of the Education Sector Preparedness for Effective Policy Implementation

Samuel Effiong Ekong
Walden University

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Walden University

College of Social and Behavioral Sciences

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Samuel Ekong

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Review Committee

Dr. Michael Knight, Committee Chairperson,
Public Policy and Administration Faculty

Dr. Gabriel Telleria, Committee Member,
Public Policy and Administration Faculty

Dr. Ernesto Escobedo, University Reviewer,
Public Policy and Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2016

Abstract

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Effective Policy Implementation

by

Samuel Ekong

MSc, University of Lagos, 2004

MBA, University of Lagos, 1998

BSc, University of Uyo, 1989

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Public Policy and Administration

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February 2016

Abstract

A number of studies have been conducted about policy failures in Nigeria; however, little is known about the state of stakeholders' readiness to implement any government policy. Using the functionalist theory of Durkheim and the infrastructure theory of Frischmann, the purpose of this exploratory case study was to evaluate the level of preparedness of the education sector to implement the Nigerian policy on child labor, which was adopted on September 11, 2013, by the federal executive council of Nigeria. Preparedness in this study was conceptualized as the ability of the education sector to absorb children of school-going-age who quit all forms of child labor activities and return to formal education in schools. Open-ended interviews elicited narratives from 30 participants purposefully drawn from the Northern, Central, and Southern Uruan Local Government Areas of Akwa Ibom State. Interview data were transcribed, coded, and analyzed for emergent themes. The findings revealed that schools were evenly dispersed within the Uruan Local Government Area. However, the state of infrastructure in the schools, particularly in the rural communities, was in a condition of neglect with a high teacher-pupil ratio. There was a low incidence of child labor but a weak government enforcement strategy, particularly in the interior/riverine areas of the research population. This study leads to positive social change by creating awareness among policy makers that the various stakeholders in any public policy need to be equipped with adequate resources to minimize the incidence of policy failure in Nigeria.

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Dedication

To my late parents, Mr Effiong U. Ekong (a.k.a. Teacher Ekong) and Mrs Arit E. Ekong (a.k.a. Ekaeyen), who would have been most fulfilled in their lifetime to see me achieve this doctoral degree height. Thank you for the foundation you laid in my life.

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Chapter 1: Introduction to the Study

Introduction

Nigeria, reputedly a rich nation in oil and other natural resources, is still grappling with the internationally condemned problem of child labor. Concerns about the pervasive nature of child labor have spurred intellectual enquiry into the root causes of this phenomenon. Child labor is primarily associated with high incidence of poverty (Aramide 2012; Haile & Haile, 2012; Munene & Ruto, 2010; Okpukpara & Odurukwe, 2006; Omokhodion & Uchendu, 2009; Webbink, Smits, & Jong 2013; Whetten et al., 2011).

The International Labor Organization (ILO, 2005) indicated that 168 million children worldwide, or 11% of the global child population, are child laborers. Of this number, an estimated 85 million of these children are engaged in the worst forms of child labor (ILO, 2005). Although the Asia and the Pacific region account for the largest absolute number of child laborers, the African region accounts for the highest rate of child labor with a ratio of 1:5 children involved in child labor (ILO, 2005). In the 12-year period beginning in 2000-2012, there was a diminution in the absolute number of child laborers by 78 million (ILO, 2012). Of this number, there was a 40% reduction in the number of girl child laborers as compared to 25% for boys (ILO, 2012, p. 3).

When children are exploited, underpaid, exposed to hazardous work conditions, and denied access to basic education, it is a crime. To emphasize the criminal element in child labor, The UN Convention on the Rights of the Child illustrated the worst forms of child labor (C.182) and the minimum age requirement (C.138) to provide the requisite

legal boundaries to adjudicate on issues pertaining to child labor. Subsequently, national and international actions against child labor have created a legal basis for the prosecution of child labor (ILO, 2012 p. 3; Okyere, 2013). The Convention on the Rights of the Child (CRC, 1989) stipulated that “children should be protected from the following; economic exploitation, engagement in hazardous work likely to inhibit their education, work that impairs the mental, spiritual, physical, moral or social development of the child” (Article 32). The Minimum Age Convention of the International Labor Organization also stipulated the minimum age for admission into employment for children, which should ensure the utmost mental and physical development of young persons (Article 2).

Access to quality education has been advanced as an antidote to child labor (Haile & Haile, 2012; Munene & Ruto, 2010). The ILO and other international organizations have acknowledged that there is a positive correlation between improved access to primary education and the elimination of child labor (Munene & Ruto, 2010, p. 129). Countries that aim to eliminate child labor must strive to achieve universal basic education. In keeping with this notion, the federal military government of Nigeria in 1976 launched the Universal Primary Education (UPE) plan to provide access to free primary education. The plan, which led to increased primary school enrollment, was later abandoned midway (Aluede, 2006, p. I). In November 1999, President Obasanjo launched the Universal Basic Education (UBE) plan. Although this is a good step, issues of funding, sustainability, and adequate commitment are of concern given the country’s earlier experience with the UPE plan.

Ejiogu, Ihugba, and Nwosu (2013) opined that education ought to attract a sizeable proportion of public expenditure due to its classification as a social service (pp. 56-57). Education is generally considered to be economically significant. Despite these benefits, education in Nigeria is still poorly funded when measured against The United Nations Education, Scientific, and Cultural Organization (UNESCO, 2008) benchmark that 26% of the annual budget should be devoted to education. Furthermore, Oseni (2012) noted that in the fiscal year 2000, the education sector recorded the highest proportion of recurrent expenditures when compared to the total national recurrent expenditure (12.56%; pp. 149-150). The education sector in Nigeria recorded negative growth rates in recurrent expenditure in 2001, 2003, and 2009 (-31.19%, -19.56% and -16.66% respectively; Oseni, 2012). Nigeria devotes less than 11% of its total annual budget to education, while relatively smaller and less financially endowed African countries spend much more on education: Burkina Faso(16.8%), Lesotho (17.0%), Tunisia(17%), Morocco(17.7%), Botswana (19.0%), Kenya(23.0%), Swaziland(24.6%), South Africa(25.8%), Uganda(27.0%), Cote D'Ivoire (30.0%), and Ghana(31.0%; Ejiogu et al., 2013, p. 55).

Oseni (2012) maintained that due mainly to poor funding, Nigeria's education sector is beset by a plethora of problems, including a shortage of quality staff, inadequate classrooms and offices, inadequate laboratories for teaching and research, shortage of books and journals, failure to send staff regularly on short courses to improve their competencies, inconsistent and ill-conceived policies, indiscipline, and malpractices (p. 152). The above observations raised doubts about the ability of the education sector in

Nigeria to implement the child labor policy. The implementation of the child labor policy in an environment is includes many public policy implementation failures was of central concern in this study (Ikpeze, Soludo, & Elekwa, 2004, pp. 341-343).

In Nigeria, advancing policy prescriptions and laws present no difficulties in the prevention of child labor. Nevertheless, the effective implementation of such policies in order to achieve the set out objectives is problematic. Authorities in the area of public policy have noted that the poor implementation of most public policies in Nigeria has been attributed to a host of factors. These factors include a lack of technical expertise on issues of public policy, regulatory changes, and a lack of involvement of principal stakeholders (i.e., private sector, poorly conceived policy framework, politically motivated policies, poor implementation strategies, and resource shortfalls; Ascher, 1999, pp. 5-8; Ikpeze et al., 2004, pp. 342-345; Lee & Anas, 1989; Makinde, 2005, pp. 64-67).

Nigeria has adopted a policy on child labor. Legislators must now find viable ways and means of implementing the policy to eliminate forms of child labor practices like child begging, child hawkers, child factory workers, child marketers for branded products of companies, forced early marriages for young girls, child household servants, child mechanics, child welders, and girl child seamstresses (Oyedele & Bello, 2013). Children who are supposed to be in school are now outside performing various forms of child labor. Exposure to child labor jeopardizes the future of these children and undermines national development not only in Nigeria, but also in all other countries where child labor is practiced. The teeming population of child laborers has become a reservoir where children could be conscripted into violent acts, such as armed robbery,

militancy (Niger Delta), terrorism (Boko Haram), and diverse forms of deviant behavior (Oyedele & Bello, 2013).

Problem Statement

There is an infrastructure deficit in all sectors of Nigeria, with the education sector grappling with the expected increase in enrollment in the primary and junior secondary schools, occasioned by the formal adoption of child labor policy by the federal government of Nigeria on September 11, 2013. The policy is aimed at addressing the long-standing deprivations, hazards, and abuse of the fundamental rights of over 6 million at risk children in Nigeria (Usman, 2013). However, what is not apparent is the level of preparedness of the stakeholders including the education sector to implement this policy effectively. Despite the various United Nations Conventions on the Rights of the Child (1989), child labor is still in practice in most countries of the world (Otis, Pasztor, & McFadden, 2001, pp. 619-620; Piquero-Ballescás, 2009). This study will contribute to the body of knowledge in the area of developing necessary checkpoints required to evaluate the preparedness of the various stakeholders in general, and education sector in particular, to implement the new Policy on Child Labor effectively in Nigeria. The study was concentrated in the Uruan Local Government Area of Akwa Ibom state of Nigeria.

Purpose of the Study

The purpose of this exploratory case study was to evaluate the level of preparedness of the education sector in Uruan LGA to implement the newly adopted child labor policy in Nigeria. Education sector preparedness as described above was conceptualized in the context of the ability of the education sector to absorb children who

quit all forms of child labor activities and returned to a formal educational learning environment. The evidence in this study was obtained through my field observations and interviewing sessions held with officers of the education ministry/parastatals, as well as within selected schools within Uruan LGA, guided by well-framed, open-ended interview questions.

Research Questions

In this qualitative inquiry, I sought to gather the experiences of the study subjects through the process of interviews and observations. The interview questions were framed as open-ended in order to elicit an in-depth inquiry into the issues surrounding educational sector preparedness in Uruan LGA to fully implement the newly adopted policy on child labor (Creswell, 2009, p. 3; Teddlie & Tashakkori, 2009, pp. 150-151).

The following research questions guided this study:

1. What is the present state of infrastructure in the education sector within the population?
2. What forms of disparity exist between the state of infrastructure in the urban and rural areas within the population?
3. How does the present structure of the education system impact on pupils/students dropout rate?
4. What are the enforcement strategies in place to enforce child labor policy in Akwa Ibom State?
5. How geographically dispersed are the educational facilities/schools within the population?

6. What is the teacher-pupils ratio to sustain the potential increase in school enrolment?
7. What forms of training programs are available for school staff and teachers within the population?

Theoretical Framework

The theoretical frameworks adopted in this study were rooted in Durkheim's functionalist theory and Frischmann's infrastructure theory. The origin of functionalist theory can be traced to Durkheim who employed analogies with biology in the application of organic analogy. In this connection, a typical society was conceived as an organic whole, with constituent parts working symbiotically to maintain the others (Ndem, Michael, & Awa, 2012). This was considered to be similar to parts of the body striving to maintain a balance amongst each other. This idea became the building block to the concept of organic solidarity. It also facilitated the distinction between functional and historical explanations (Ndem et al., 2012, p. 153).

However, a new form of functionalism, which has been modified, is having a revival in studying societies. These functionalist theories are associated with the works of Parsons and Merton. The idea of a manifest function and a latent function has been distinguished in the works of Merton who noted that the fundamental concept of functionalism is retained in the new functionalist theories. Functionalists believe that societies and individuals exist and work to sustain each other in an organic manner (Ndem et al., 2012). For as long as this remains the case, there is a balance (Ndem et al., 2012, p. 153). Should any part fail to perform its role or function, the entire society

breaks down. Every part, irrespective of size, has a role to play in maintaining the existing equilibrium to foster unity of the whole (Ndem et al., 2012). A malfunctioning society results in child labor; hence, society is no longer able to provide employment opportunities for parents/guardians/adults, educational opportunities, incentive packages, functional infrastructure, decent housing, and other physiological needs such as transport and adequate health care. In the view of the functionalists, child labor is a consequence of the failure of families to perform their roles/ functions as parents/ guardians. The result is the pervasiveness of child labor within the Nigerian sociopolitical landscape. Functionalists also acknowledged that child labor could manifest as a natural phenomenon (Ndem et al., 2012). Child labor practice is a way of life in such circumstances, given the resources that are made available to these children and their families.

Frischmann's theory was examined in view of its importance in addressing the issue of infrastructure availability. Frischmann's theory of infrastructure provided insight on the need for infrastructure to be publicly accessed. Frischmann (as cited in Akinwale, 2010, pp. 208-209) posited that public access to infrastructure concomitantly generates values for a given society. Frischmann emphasized that an open access to infrastructure would yield positive results to society as a whole (as cited in Akinwale, 2010). The infrastructure should be used in a productive manner to promote development.

According to Frischmann's theory of infrastructure, the provision of infrastructure is the responsibility of the state given the myriad of revenue sources (e.g., corporate/income tax, state-owned resources, proceeds from investments by the state (as

cited in Akinwale, 2010). In consonance with this line of thought, social contract theorists assert that it is the responsibility of the state to guarantee the maintenance of law and order, justice administration, provision of public works programs, and provision of social welfare services (Akinwale, 2010,). Politics has led to the division of state responsibilities for the provision of adequate infrastructure along three mutually distinct lines known as exclusive, concurrent, and residual (Akinwale, 2010, pp. 208-209).

This list includes items or duties that only the federal government can perform, as well as items that both the federal government and the state government can perform; the federal law supersedes state law in the case of conflict (Akinwale, 2010). The list includes items that the local government authorities have jurisdiction over. In Nigeria, disputes have occurred between the federal government and the state government on account of failure on the part of the federal government to perform its duty (Akinwale, 2010). For example, federal roads located in the state cannot be tarred or repaired by the state government no matter the state of disrepair or dilapidated nature of such roads without permission of the federal. Some state officials have used this dichotomy to cover up on nonperformance or inability to provide the requisite infrastructure for the citizenry (Akinwale, 2010). Some government officials make claims and counter claims on whose responsibility it is to provide the needed service and, thereby, confuse the citizenry, thus abdicating responsibility (Akinwale, 2010, pp. 208-209)

Nature of the Study

I adopted a qualitative design to evaluate the level of preparedness of the education sector to implement the newly adopted policy on child labor in Nigeria. The

interview method was selected to generate and collate data based on the nature of the research topic. The qualitative method of research was the most suitable for situations involving government ministry of education, schools (classrooms, tables/desks and chairs, chalkboard, playground, toilet facilities, etc.), teachers, parents, and members of the community. Child labor involves all forms of work activities by children within the ages of 5-17, which entails exposure to physical, psychological and sexual abuse, slavery, prostitution, and exposure to hazardous substances. The interview method entailed a list of questions that were administered to the participants, which included the following:

- Commissioner for Education, Akwa Ibom state
- Permanent Secretary Ministry, Education in Akwa Ibom state
- Secretary of State Universal Basic Education Board (SUBEB)
- Education Secretary of Uruan LGA
- Heads of primary and secondary schools in Uruan LGA
- Community leaders
- Parents

The data from the interview process were analyzed by organizing the data generated in the course of fieldwork by emergent themes. The interview transcripts, as well as my field notes, yielded some ancillary themes. Although these ancillary themes did not directly address the research questions, they were worthy of note to mention given their tangential nature to this study.

Assumptions

Three basic assumptions were taken into account in this study. First, granted that there are many stakeholders with responsibilities to ensure an effective implementation of the child labor policy in Nigeria, I assumed that an evaluation of the state of education sector readiness was the most valued indicator of stakeholders' preparedness to policy implementation. The results of this evaluation would yield similar results when applied to other stakeholders, such as the police, the judiciary, and the civil society. I assumed that the selected schools in Uruan LGA were representative of the public schools in Akwa Ibom State and in Nigeria in general. I assumed that the participants in the study expressed their honest views of the issues surrounding schools infrastructures and child labor.

Delimitations of the Study

This study was not primarily concerned with child labor incidence or occurrence in other nations of the world. Similarly, I did not examine their characteristics, forms, or prevalence. Rather, I was concerned with the recently adopted Nigeria Child labor policy to ascertain or evaluate the preparedness of the education sector to implement this policy effectively. Thus, the scope of this study was limited to 30 participants drawn from the government ministries and parastatals in Akwa Ibom State, as well as from schools and communities within Uruan local government Area of Akwa Ibom State, Nigeria.

Limitations of the Study

Time constraint constituted a limitation of this study. Interviewing the identified participants and analyzing and interpreting the data was demanding for me, given that I

am gainfully employed with a multinational oil and gas firm in Nigeria. The technique adopted for data collection (the interview method) presented another form of limitation, given the waiting time for some of the participants to turn up at the agreed time for the interview sessions. I noted that students/pupils are the primary beneficiaries of an effective implementation of child labor policy, as this policy will ensure that no child is involved in any form of child labor practices. However, excluding participants designated as students/pupils from this study might have limited the scope of the study.

Significance of the Study

Research is needed to understand the phenomenon of child labor abound at the international, regional, and national level. Nigeria is replete with studies on child labor (Aramide, 2012, p. 188; Okpukpara & Odurukwe, 2006 p. 22; Omokhodion & Uchendu, 2009, p. 304). However, in this study, I attempted to empirically evaluate the preparedness of the education sector of Nigeria in light of the implementation of the recently adopted child labor policy. In this regard, this study should be recognized as a pioneering effort at unravelling the preparedness or otherwise of a major stakeholder (education sector) in implementing the new Nigerian policy on child labor. The findings have provided help to policy makers in the mainstreaming of child labor-related issues in education policies in Nigeria. Similarly, the results of this study have enabled government and other interested agencies to understand and consider the best ways to rehabilitate children who quit work and support them to integrate into the school system.

The findings of this study have provided suggestions to policy makers on the most efficient ways to direct education interventions and, in the aftermath, develop a policy

implementation checklist for all policy stakeholders. Moreover, a study of this nature has the potential to help bilateral and multilateral donors to comprehend how to support state efforts to increase access to education and other related preconditions that will discourage children from child labor. The insights provided by this study are aimed at encouraging closer cooperation between the ministries (Parastatals) concerned and to help to improve national cooperation among developmental partners. Because the phenomenon of child labor is a sensitive one, this study has contributed to the ongoing advocacy to eliminate child labor.

The uniqueness of this study was predicated in the potential to call attention to an under-researched area of determining the availability and adequacy of infrastructure and resources in the public sphere to ensure the effective implementation of any public policy in Nigeria (Ikpeze et al., 2004, pp. 342-345). The results of this study have provided a list of considerations to policy makers in Nigeria in the process of evolving, developing, and enacting public laws and policies that are goal oriented.

Summary

Chapter 1 constituted the introductory aspect of this research work. This chapter provided a background to the study including the purpose, scope, significance, problem statement, limitations and delimitations, research questions, and a discussion of the relevant theoretical framework. Child labor results from a host of predisposing factors, which include poverty, a lack of quality educational opportunities, sociocultural norms, religious inclination, child trafficking, and armed conflict. Recommendations to eliminate child labor have included free access to good quality education, especially at the primary

school level. Global child labor trends are on the decline; however, the region with the highest recorded incidence of child labor is Africa. This has a phenomenon or trend. In order to situate the study within theoretical perspectives, I elected to apply Durkheim's functionalist theory and the Frischmann's infrastructure theory. These two theories constituted the theoretical framework for the study. In evaluating the preparedness of the education sector to implement the recently introduced child labor policy, the research was narrowed to the Uruan Local Government Area of Akwa Ibom state, Nigeria. I adopted a case study method and an interview technique in the qualitative research framework. This study represented a pioneering effort to contribute to the on-going discourse on the state of preparedness of the major stakeholders, and the education sector, to implement the recently adopted child labor policy in Nigeria. The limitations imposed by time constraint and the method of study have been emphasized in this chapter.

In Chapter 2, a review of the relevant literature is presented, while Chapter 3 provides a discussion of the chosen research method for conducting this study. Chapter 4 presents the results of data analysis. Chapter 5 provides a conclusion of the study.

Chapter 2: Literature Review

Introduction

Child labor results from a high incidence of poverty, a lack of educational opportunities, a predominance of a poorly developed agricultural sector, high fertility rates leading to high population growth, sociocultural factors, religion, armed conflict, and human trafficking. The above factors have the potential to increase child labor practices in most nations of the world. A lack of adequate budgetary allocation to the education sector is another problem that increases the instances of child labor. Nigeria is yet to meet the requirements set forth by UNESCO (2008) before the introduction of the child labor policy.

The purpose of this exploratory case study was to evaluate the level of preparedness of the education sector to implement the newly adopted child labor policy in Nigeria. Education preparedness in this study was defined as the ability of the education sector to absorb children who quit all forms of child labor activities. Child labor has been a topical issue over the last 3 decades, with international ramifications, and that have resulted in negative impacts on the wellbeing of a child (Whetten et al., 2011, pp. 1-2). The United Nations Convention on the Rights of the Child (1989) described various forms of child labor to “be detrimental to the child’s physical, spiritual, mental, moral and psychological health; as well as educational attainment, social development and general quality of life” (Articles 1-6). Highlighting the phenomenon of child labor as a complex global challenge, Admassie (2002) traced the root of child labor in the economic, social, and cultural structures of societies (p. 252). The convention on

the Rights of a Child underscores the need to protect the child from economic exploitation and from participating in any work that is likely to be hazardous or demeaning to the self-worth of a child. However, there are still millions of children toiling in the streets, factories, domestic homes, and labor market in search of a means of livelihood under some hazardous conditions.

The phenomenon of child labor is not entirely new, as some of the worst forms of child labor occurred in the developed countries, particularly during the industrial revolution. However, in recent times, increased globalization comes with an increased awareness of the dangers of exposing children to child labor. Currently, over 95% of children engaged in child labor, and who make significant contributions to household income, are found in the developing countries of Asia, Africa, and Latin America (Admassie, 2002, pp. 252-253). Child labor in Sub-Saharan Africa can be exploitative due to peculiar cultural, socioeconomic, and developmental circumstances in Africa, as well as frequent armed conflicts, famine, hunger, and natural disasters (Organization of African Unity, 1990; ILO 1998).

Three major reasons stand out to justify global concern about child labor. First, child labor is abusive and is usually characterized by low wages, long hours of exposure to unhealthy and dangerous working conditions, and a lack of physical and social securities for the at risk children (Admassie, 2002). All these factors could lead to poor physical, social, emotional, and intellectual development of the child. Second, child laborers are deprived of their childhood, freedom, education, fun, and play, as well as natural development (Admassie, 2002). Third, child labor is a disinvestment in human

capital formation, with an adverse effect on the private and social returns on investment in children health and education (Admassie, 2002, p. 253). In this chapter, I outline the literature search strategy and the limitations, theoretical framework, and an exhaustive review of the literature on the key variables and concepts relevant to the study, as well as the summary and conclusions.

Literature Search Strategy

In order to provide depth and focus to the issues of public policy implementation, child labor, and the education sector infrastructural provisions, a cross-disciplinary approach was adopted for this study. I reviewed extant literature from several disciplines, including public policy, education research, political science, information technology, management, and economics. In the course of this study, the databases of ProQuest, Academic Research Premier, and Sage Databases were accessed using the key terms of *child labor, child work, child prostitution, child trafficking, child begging, bonded child labor, agriculture, cottage industry, industrial factories, street work, serfdom, scavenging, education sector, budgetary allocation, education sector expenditure, infrastructure, predisposing factors, policy, Child Rights Act, United Nations Conventions on Child Labor, policy implementation, policy failures, policy formulation, history of Nigeria, functionalist theory, infrastructure theory, universal primary education, and universal basic education*. I also consulted seminal books and websites.

Theoretical Foundation

The theories that constituted the framework or foundation of this study were Durkheim's functionalist theory and Frischmann's infrastructure theory. The functionalist

theory has roots in the earlier works of Durkheim, while the later day formulations of the theory follow the works of Parsons and Merton. On the other hand, infrastructure theory has passed through a number of stages of development beginning with the notion of social overhead capital as advanced by Rosenstein-Rodan and the World Bank in the 1940s and 1950s. However, it was Rostow who created a concise formulation of a theory of infrastructure. Rostow claimed that large overhead outlays characterized by a long gestation period must precede development (Ndem et al., 2012, pp. 153-154).

Government is responsible for providing this infrastructural service to the society. The resulting formulation was tagged as the staged theory of economic development or stages of growth theory (Ndem et al., 2012, p. 153). Later day formulations of infrastructure theory remain preceded by this theory. Major propositions appropriate to the application of the functionalist and infrastructure theories include

1. Orderly functioning of society.
2. All parts of society must play their traditional roles.
3. Government must perform its function to the society.
4. There should be open access to infrastructural facilities.
5. Infrastructure is better managed publicly so as to render it affordable to the citizenry.
6. Infrastructure is provided at zero cost. This may not necessarily be so as citizens pay tolls on highways, water rates to the water board, and so on (Ndem et al., 2012, pp. 153-155).

Ndem et al. (2012) applied both the functionalist and culture of poverty theories in their study of child labor in the Calabar municipality of Nigeria and found that socioeconomic factors, poverty, failure on the part of government to provide jobs, poor infrastructure, low standard of education, and corruption contributed to child labor. These findings were germane to this research given the close similarity in the topic and the environments for the study. Although, there is a minor difference in the research focus, the theories were relevant to the scope of the study. Ndem et al. used primary methods of data collection in the forms of questionnaires, interviews, and focus group discussions. In this study, the interview method and observation and review of archival documents were undertaken.

Akinwale (2010) applied the Frischmann infrastructure theory. The participant observation method, coupled with the review of archival materials, was used. According to Akinwale, the government has failed to provide adequate infrastructure in Nigeria owing to negligence and corruption.

The rationale for the choice of both theories lie in their efficacy, relevance, analytical strength, and robustness in providing useful explanations to facilitate an understanding of the phenomenon under investigation in this study. The selected theories related to the present study because, in the case of the functionalist theory, it can provide the basis for understanding the role of government in providing employment for parents. Failure to do so leads to poverty, which in turn perpetuates child labor. The functionalist theory enables governments to hold parents accountable should they fail to play their

roles or perform their functions to their children, especially if failure by parents leads to a deepening of child labor.

Similarly, according to the infrastructure theory, government, and those in authority, should be held responsible where this is lacking. The selected theories related to this study given that I focused on evaluating whether the education sector is prepared to absorb children who withdrew from child labor activities back into schools. The theories related to infrastructure provision and the role of government, parents/guardians, and the child. The research questions built upon existing theory. For example, while some of the research questions probe the education sector, others explore issues relating to infrastructure, child labor, unemployment, and funding.

Literature Review Related to Key Variables and Concepts

Child Labor

There is a dearth of a homogeneous definition of the concept of child labor. Before delving into a formal examination of the definition of child labor, it is pertinent to provide an understanding of the meaning of a child. The Convention on the Rights of the Child (CRC), which gained the status of international law on 2nd September 1990 after its adoption by United Nations General Assembly, contains the universally accepted definition of a child (or children; UNICEF, 1997). Specific articles in the convention examined who a child is; Article 1 considers children as people below 18 years of age whose best interest have to be taken into cognizance in every courts, services, legislative, or administrative authority (Article 3; UNICEF, 1997). Article 6 provides for the child's right to survive and develop to his or her individual full potential, including the highest

possible standard of health care (Article 24; UNICEF, 1997). In addition, children have the right to receive information and express their views about the world around them (Article 12-13; UNICEF, 1997). Children have the right of registration immediately after birth, or on such other event agreeable to the culture of his/her parents or guardian, as well as being given a name and nationality (Article 7; UNICEF, 1997). The right to play and to be protected from all forms of sexual abuses and exploitations are enunciated in Articles 31 and 34 respectively (UNICEF, 1997, pp. 9-12).

To affirm the existence of a child in the society, the Child Rights Act (2003, Sec.11, p. 18) identified certain inalienable rights to the dignity of a child. Consequently, a child shall not

- Be exposed to any form of physical, emotional, or mental injury; exploitation, or mistreatment, including sexual abuse
- Be endangered to suffering, degrading, or inhumane treatment or punishment
- Suffer any form of attacks upon his or her honor or reputation
- Be held in servitude or slavery while the child is under the parental care or legal guardian, including school authority, or any other person or authority having the care of the child.

Annan, the then Secretary General of United Nations, expressed concern about children all over the world, particularly in Sub-Saharan Africa and Asia, and stated that “With the childhood of so many under threat, our collective future is compromised. Only as we move closer to realizing the rights of all children will countries move closer to their

goals of development and peace” (UNICEF, 2005, p. vii). Boutros-Ghali, the then Secretary-General of United Nations, stated,

Child labor is a controversial and emotional issue. It is also a complex and challenging one that defies simple solutions. The thoughtful and comprehensive approaches required must be guided by the best interests of the child and commitment to children’s human rights, as enshrined in the Convention on the Rights of the Child. (UNICEF, 1997, p. 6)

While researching the child labor phenomenon among the abandoned and orphaned children in five low- and middle-income countries of India, Ethiopia, Cambodia, Tanzania, and Kenya, Whetten et al. (2011) observed that child labor includes household chores, domestic work, and wage work drawn from the formal sector (p. 2). Despite the paucity of a universally acceptable definition of the concept of child labor, child labor involves all forms of work activities by children within the ages of 5-17, which contain or exhibit the following attributes:

1. Any form of exposure to physical, psychological, and sexual abuse.
2. All forms of slavery or similar practices, including trafficking, debt bondage, serfdom, or forced or compulsory recruitment in armed conflict.
3. Child prostitution and/or pornography.
4. Illicit activities or the production and trafficking of drugs.
5. Exposure to hazardous substances, temperatures, noise levels, or vibrations inimical to health.
6. The use of dangerous machinery equipment or tools or heavy loads.

7. Long hours of work, night work, work in sundry difficult conditions, or work in unhealthy environments performed with the main purpose of ameliorating adult burden usually within the home by way of contributing to family income.
8. Those considered exploitative, abusive, in contravention of the various world-wide standards set forth by the United Nations and its authorized agencies.
9. That interferes with schooling of a child.
10. That impinges on the good moral upbringing of a child.
11. That is manifestly beyond the capacity of a child to perform.
12. That usually contravenes both International and National labor laws.
13. Performed by children below the minimum age and conforms to some or all of these attributes.

In a child labor lexicon, these forms of work are considered, termed, or labelled as the worst form of child labor. On the other hand, there is permissible light work performed by children between the ages of 12-14 years, which does not qualify as child labor. This reveals the different forms of work that children participate in, which are acknowledged to be less harmful, known as child work.

Child Work

Child work refers to all forms of work performed by children that conform to the following attributes:

1. It is benign and permissible.

2. Nonhazardous.
3. Mostly performed in household environments in aid of parents.
4. More conventionally nonpaid employment.
5. Could generate a little pocket money.
6. Permitted on the grounds of aiding the child's social development, acquiring useful experience for the future.
7. Does not interfere with schooling.
8. Does not involve any form of exploitation and is nonabusive.
9. Such work is not harmful to a child's health and development.
10. Does not involve risk and danger.

Within the Nigerian society, both forms of work participation exists (i.e., child labor and child work). For example, Ibanga (2007) affirmed that for several decades, what could be regarded as the worst forms of child labor have constituted a problem in Nigeria (pp. 5-6). Similarly, Kazeem (2012) claimed that there are 15 million working children in Nigeria. Of this reported number, 6 million do not attend school (Kazeem, 2012). Even amongst this number, about 1 million of these children have purportedly dropped out of school to engage in work-related activities (Kazeem, 2012), p.188). These work-related activities will be examined in a subsequent section of this chapter.

Forms of Child Labor

There are different forms of child labor. According to the ILO (2005), certain activities have been predefined as the worst forms of child labor as they sometimes

damage a child's health, threaten his or her education, and lead to further exploitation and abuse. They include the following:

Work in Agriculture

In this type of child labor, children are used as laborers to work in agricultural farmlands, especially in the rural areas. These children are exposed to long hours of work under excruciating conditions. They receive little or no pay in return. Child labor in agriculture is one of the most common types of child labor. Beegle, Dehejia, Gatti, and Krutikova (2007) studied the impact of child labor on education and labor market outcomes, using longitudinal panel data on crop and rainfall shocks as viable instruments for child labor sourced from the Kagera region of Tanzania and reported that child labor is positively associated with the probability of being a farmer (p. 23). Joseph-Obi (2011) examined the activities of multinational oil corporations operating in the Niger Delta region of Nigeria, and the impact of such activities on agricultural production effort. The main emphasis of the study was on agricultural child laborers in the three key communities in Rivers State: Afara, Kpite-Tai, and Tombia. The Joseph-Obi found that more female were involved in agricultural work in these communities than male. In fact, female were purported to contribute substantially to feeding their families, relying on the proceeds from agriculture (Joseph-Obi, 2011, pp. 4,076-4,079).

Kumari and Jafri (2010) branded child labor as a social evil affecting not only on the destiny of a child, but also the future of the nation. Bonded labor and agricultural labor are some of the identified forms of child labor in India (Kumari & Jafri, 2010, pp.125-129). Bar and Basu (2009) stated that small increases in land holdings have the

potential to increase child labor. In keeping with economic principles, diminishing returns set in over subsequent land increases as child labor declines (Kumari & Jafri, 2010, pp. 487-488). This finding is in accord with earlier results on this subject matter.

Work in Industrial Factories

Child labor exists in factories across in many regions of the globe. The incidence and intensity of child labor vary from region to region and from place to place.

Sweatshops and mines also use child labor. Most of these forms of child labor take place in the informal sectors of the economy. The formal sectors are careful in engaging child laborers owing to government legislation in this regard. Boas and Hatloy (2008) enumerated the differing vulnerabilities arising from different work situations in four West African countries: Ghana, Mali, Sierra Leone, and Liberia. Boas and Hatloy established that family incomes are significantly supplemented by the earnings of those children from the industrial mines (pp. 18-19).

Cottage Industries

Cottage industries are divided into a number of subcategories and constitute one of the greatest avenues for child labor. These cottage industries operate mostly in the informal sectors of the economy. Children working in these cottage industries are prone to abuse, work in hazardous conditions, suffer sexual harassment, are paid little or nothing except food and accommodation (often inadequate), and work excessively late. Dash (2006) described the factors contributing to the incidence of child labor in small-scale commercial establishments in India's capital city of Delhi and found that children from broken homes and orphaned children run away from home and migrate to big cities

in India to engage in child labor (p. 46). In addition, Whetten et al. (2011) examined child work and labor among orphaned and abandoned children in five low- and middle-income countries to engage in child labor. The identified subdivisions in the cottage industry include carpentry, bus conductors, iron and metal workers, mechanics and vulcanizers, tailors and weavers, hairdressers and barbers, and workers in catering industries (Whetten et al., 2011).

Street Work

In Whetten et al.'s (2011) study, four categories of street vendors in urban areas were identified (pp. 24-25). These vendors are involved primarily in petty trading activities of buying/selling. In three categories, these vendors are mobile, either selling their wares along streets or door-to-door in planned and unplanned neighborhoods (Whetten et al., 2011). The lone rangers are the category of street vendors who sell in fixed/temporary stationary spots (Whetten et al., 2011). These children are open to harassment and abuse from city council/ local government officials who work in the environment task force unit.

These officials conduct temporary raids, arresting street hawkers, carting off their goods, and subjecting them to paying fines as penalties for violating the environmental laws. This is commonplace in most urban areas of Nigeria. Dash (2006) provided examples of the small scale commercial establishments that employed fewer than 10 people, possessed attributes of low productivity, and included tea stall/dhabas, subzi mandi (vegetable markets), shops, and motor garages (pp. 41-42). Boas and Hatloy (2008) provided corroborative evidence of the dangers of children involved in street work

by noting that these children are exposed to both physical and mental stress working in the alluvial diamond mines (pp. 18-19). Street children are a symbol of urban social malaise (Pradhan, 2012, p.

Young Domestics in Private Households

This category of child laborers includes maids/ servants and other forms of house help. These children are usually contracted from the rural areas and are supplied to households in the urban areas. They are often separated from parents at a vulnerable age when parental guidance and care is needed. Some of these children have parents who willingly hire them out as domestic servants, not minding whatever fate befalls them. Conversely, some of these children are orphans. Others are abandoned street children (, Boas & Hatloy, 2008, p. 11; Whetton et al., 2011, p. 8). Young domestics in private households constitute a prevalent form of child labor in Nigeria.

Child Prostitution

Child prostitution is another dimension of the child labor phenomenon. In most cultures, child prostitution is socially and morally reprehensible. Commercial sexual exploitation of children (CSEC), as defined in the ILO (2005) convention, includes the use, procuring, or offering of a child for the purpose of prostitution or all other allied purposes as the production of pornography or more so for pornographic performances. The ILO (2012) estimated that children in slavery, trafficking, debt bondage, and other forms of forced labor; as well as those in forced recruitment for armed conflict, prostitution, pornography, and other illicit activities number about 8.4 million. The

FOS/ILO/SIMPOC (2001) conducted a modular survey in Nigeria and found child prostitution as a prevalent form of child labor, especially in Nigeria (pp. 26-28).

Child Trafficking

Child trafficking involves the act of transporting children away from the communities in which they live mainly through deception, coercion, violence, or threat of use of violence to exploit these children as forced or enslaved workers for labor or sex. Child trafficking laws emphasize that the act of transporting children into exploitative work what constitutes trafficking. The sale and purchase of children for commercial sexual exploitation or forced labor across national boundaries has become rampant in recent years. With no contact to their parents/ guardians or relatives, these children are now at the mercy of their employers. This increases their vulnerability to all other forms of abuse and exploitation. The ILO (2005) advocated a renewed, committed, and concerted effort to combat human trafficking given the upsurge in trafficking from the 1980s and 1990s (p. 3). Duru and Ogbonnaya (2012) posited that, although Nigeria established some institutions of state to combat human trafficking, these institutions are too weak to play this role (pp. 161–162).

Child Begging

The procurement and use of children as child laborers in begging activities is a rampant practice in some societies. It is a common practice in Nigeria to see young children, especially in the Northern part of Nigeria, actively engaged in begging. In Northern Nigeria, many families send children known as “almajiri” to Koranic schools. Usually these children are sent from the rural areas to the urban areas. The Koranic

teachers coerce these children and force them to beg. The Koranic teachers also force them to surrender all their earnings to them. More often than not, these children go without adequate food. They can pose a nuisance in major urban cities in Nigeria. Along a crowded urban center, it is common to see children tagging along by firmly holding the hands of their target and insisting that a person parts with some money.

The Child Rights Act prohibits the use of children for begging, commercial sexual exploitation, and armed trafficking (IPEC/ITCILO, 2010, pp. 1-5). IPEC/ITCILO (2010) conducted a study on the worst forms of child labor in post-conflict societies using Liberia as a country case study and found that child begging, scavenging, prostitution, and bonded labor are common in these societies. The FOS/ILO/SIMPOC (2001) also conducted a modular survey in Nigeria and found child begging as a prevalent form of child labor, especially in the Northern part of Nigeria (pp. 26-28).

Scavenging

Scavenging is another type of child labor. Young, vulnerable children scouring through mountains of refuse heaps in major urban centers of Nigeria is a common sight. These children engage in this activity without wearing safety boots. They are, therefore, exposed to sharp objects in these refuse heaps. Scavenging poses physical, psychological, and moral hazards to children around the globe (IPEC/ITCILO, 2010). In such a compost-pit-like environment, different forms of gaseous emissions occur. Inhaling these dangerous gases in high concentrations, like methane, result in debilitating health conditions (IPEC/ITCILO, 2010). All these forms of child labor fall within the category

of hazardous worst forms of child labor according to the ILO (2005) conventions and the National child Act of Nigeria (IPEC/ITCILO, 2010, pp. 1-5).

Bonded Child Labor/ Serfdom

One of the worst forms of child labor in existence is bonded child labor. Under this practice, a child is given out to work as a slave until the debt owed by the parents or grandparents is repaid (IPEC/ITCILO, 2010). The child has no say in the matter; hence, he/she has been bonded. Bonded labor and bonded child labor exist in varying degrees in Pakistan, India, and Nepal (IPEC/ITCILO, 2010). In India, these children are known as Payjolis and Kuthias. They are in essence slaves to these landowners and/or carpet loom masters (IPEC/ITCILO, 2010, pp.1-5).

Determinants of Child Labor in Nigeria

Poverty

Poverty is the principal cause of child labor (Assefa, 2001; Blagbrough, 2008, p. 181; Dash, 2006, p. 53; Haile & Haile, 2012, pp. 365–366; Ibanga, 2007, pp 1-5; Joseph–Obi, 2011, p. 4,073; Munene & Ruto, 2010, p. 136; Okpukpara & Odurukwe, 2006, p. 22; Omokhodion & Uchendu, 2009, pp. 304- 308; Sudha & Jafri, 2010; Brown, 2011, p.129). Poverty remains one of the main reasons for the high incidence of child labor in Sub-Saharan Africa. Therefore, measures to address poverty may lead to a decline in the incidence of child labor on a national, regional, and global scale. Yet, some measures to address existing poverty in society have been known to exacerbate the incidence of child labor. For example, in a study of households with access to microcredit facilities in rural Bangladesh, Islam and Choe (2013) found that access to microcredit led to increased

practices of child labor in rural communities in Bangladesh. While governments hoped that access to microcredit would lift families out of poverty and allow them to send their children to school to enhance their welfare, in reality, access to microcredit in rural Bangladesh encouraged families to engage these children as child laborers in family businesses, farmlands, and other micro enterprises where parents invested the loans from the microcredit finance banks. Thus, access to credit which ordinarily would have led to improvements in family income levels leading to improved educational opportunities for children led to the opposite effect (Islam & Choep, 2013, pp. 46-48).

Efforts to address the root causes of child labor need be examined to identify both apparent and latent consequences of a particular policy line of action on child labor. Because some policies directed at eradicating poverty and child labor produced the opposite effect of discouraging parents from sending their children to school, policies can also exert a negative impact on human capital formation. Haile and Haile (2012) claimed that child labor is one of the greatest challenges confronting poor countries. Apart from its impact on the mental, psychological, and physical well-being of the child laborer, child labor negatively affects human capital formation (Haile & Haile, 2012, p. 365). Blume and Breyer (2011) concluded that microfinance can exert a positive influence on child labor, but enough does not automatically do so (pp. 26-27). Therefore, there is no automatic link between the availability and application of microfinance and reduction in the incidence of child labor.

In a study leading to the development of a technical guideline for the International Program for Elimination of Child labor (IPEC), Doorn and Churchill (2004) stated that

microfinance does not represent a panacea; rather, it is a tool from a collection of interventions that has the potential to contribute to eliminating child labor when used appropriately (p. 11). Similarly, in a study of the impact of microcredit on children's education and women empowerment in Bangladesh using Grameen Bank Microfinance scheme, Bhuiyan (2012) revealed that the Grameen bank members were committed to increasing the literacy level of borrower's children and empowerment level (p. 66). Augsburg, Haas, Harmgart, and Meghir (2012) studied the impact of microfinance in Bosnia and Herzegovina and found that the loans provided led to a decline in school participation and labor supply increases of young adults aged 16 to 19 (p. 1). Kring (2004) highlighted the limitation of microfinance as an intervention tool to eradicate child labor in the shoe factories in the Philippines. The labor-intensive nature of the production process and the seasonal nature of the sector, as well as the lack of alternative means of income at low seasons, encouraged the households to engage their children as child laborers (Kring, 2004, p. 9).

The World Bank (as cited in Osowole, Ugbechie, & Uba, 2012) exasperated by the escalating level of poverty in Nigeria concluded that Nigeria's poverty in the midst of abundant natural resources represented a paradox of monumental proportion. Poverty is a companion of the teeming population of Nigerians. Nigeria's poverty profile is alarming when viewed from the prism of economic indicators. For example, in 2006, Nigeria's Human Development Index (HDI) figure of 0.448 placed Nigeria in the 159th position among 177 nations (The World Bank as cited in Osowole et al., 2012). This implies that Nigeria is one of the poorest countries in the world. In 2004, about 54.4% of Nigerians

were considered as poor, with more than 70% of the population living on less than 1 dollar a day (The World Bank as cited in Osowole et al., 2012). These economic indicators explain why Nigeria is a fertile ground for the practice of child labor (The World Bank as cited in Osowole et al., 2012, p. 45-46).

Educational Attainment Level of Parents/Guardians

Education broadens the mind and allows individuals to make more rational decisions to adapt to the changing technological climate. The importance of education in the process of human capital formation cannot be over emphasized. Education, or lack of it, can be the distinction between success and failure in the job market. It could also imply the difference between re-employment following a job loss or a period of unemployment. The above discourse sets the stage for a better understanding of the place of education in the parental employment/unemployment situation. The educational attainment level of parents has been confirmed to exert a direct influence on the incidence of child labor. While some scholars emphasized that the educational level of parents affects child labor; others argued that this result is not uniform with respect to fathers' or mothers' educational attainment level. Dash (2006) asserted that the literacy level of parents has a direct impact on child labor. Parents who are well educated stand a better chance of securing gainful employment, which means they are less likely to expect their children to work. The horrors of child labor dissuade educated parents from sending their children to work at a young age (Dash, 2006). Fathers with a good level of education place a priority on the education of their children (Dash, 2006). Such fathers resent the

idea of sending their children to work unlike illiterate fathers who did not mind their children being involved in child labor (Dash, 2006, pp. 46-47).

On the other hand, Okpukpara and Odurukwe (2006) estimated the incidence and determinants of child labor in Nigeria and found that the educational attainment of the household head exerts a negative influence on the incidence of child labor in Nigeria (p. 14). A mother's educational attainment level appeared to encourage participation in schooling and discouraged child labor more than the father's educational attainment level (Okpukpara & Odurukwe, 2006). The mother's earnings will help to augment family income, thus reducing the need for children to engage in child labor (Okpukpara & Odurukwe, 2006). This result has implications for efforts geared towards eliminating child labor in Nigeria. Attempts to eliminate child labor in Nigeria must emphasize the education of mothers as much as fathers. The practice of placing all the emphasis on training only the male child should be re-evaluated.

Kumari and Jafri (2010) established that a poor quality of education fuels the practice of child labor in Indian society, and a good quality education can contribute in keeping children away from work (p. 131). Haile and Haile (2012) opined that interventions directed towards increasing educational opportunities for children appeared vital in raising educational attainment of children (p. 365). Majumdar (2001) also claimed that non-schooling and child labor reflected not only a lack of income on the part of parents, but also the "paucity of publicly provided educational opportunities" (p. 280).

There are many parents who believe that with a failing school system due to the poor quality of education, the alternative is to send their children off to work. To some of

these parents, it is enough that the girl child remains in school till such a time as to enable the girl child to read and write. The girl child, according to these parents, should be withdrawn from school, making them end up in the home as wives. In addition, Ponczek and Souza (2012) opined that family size affects child quality. Using Brazilian census data for 1991, Ponczek and Souza showed that large family size exerted a negative influence on education for both boys and girls, as well as a negative impact on human capital formation for young female adults. Likewise, family size was positively correlated with work participation for both boys and girls, which implies more incidence of child labor (Ponczek & Souza, 2012, pp. 64–65).

Sociocultural Factors

The culture of a society plays a role in regulating the affairs of that society. Culture in traditional settings, such as in most developing countries like Nigeria, ensures the maintenance of peace and stability. Cultural values are handed down from generation to the next generation through interaction between parents and children, as well as between the elderly in the society and the younger generation. Culturally, children are required to be exposed to some level of hard work if they are to adequately manage their adulthood in future. Abebe (2009) analyzed the debate on child labor within the purview of the global south. The idea of a work free childhood, which presents a child's engagement in work activities as a problem, is popular with such organizations as the ILO and UNICEF, and belongs to the images of "proper childhood" in the Western world. Four constructs exist: labor market construct, the human capital construct, social responsibility discourse, and the child-centered discourse (Abebe, 2009). The labor

market, human capital, and child labor constructs envision the problems embedded in child labor. According to social responsibility, with its notion of social exclusion, children should not be excluded from work. However, children may end up being exploited in this situation of unequal exchange or power equation (Abebe, 2009).

Abebe (2009) provided illustrations on the sociocultural perspectives of work. One notion is that children's work is intertwined with the social and cultural context of the place of occurrence. This approach acknowledges the right of children to be protected from exploitation, but children's work is an integral part of daily life and should be viewed as indispensable to family existence, survival, and general livelihood (Abebe, 2009). In second viewpoint, the historical roots of child labor in the south are examined and Abebe found that Africa's triple heritage led to the cultural acceptance of child labor. Indigenous, Islamic (religious), and colonial factors shed light on the roots of child labor in Sub-Saharan Africa. Yet, these three perspectives, as Abebe argued, do not provide adequate insights into contemporary social realities that "keep poor countries in deeply exploitative forms of labor" (p. 17). A final perspective is that children have a right to work and earn benefits commensurate to their effort (Abebe, 2009). Keeping children away from working is a disservice in many ways. It prevents children from learning essential life skills and limits their ability to contribute financially to their own education through the purchase of school uniforms and paying for school fees (Abebe, 2009). In addition, learning knowledge from work that school curricula does not teach prevents them from carrying out the responsibility that neo-liberal economic reforms from the IMF and World Bank have indirectly imposed on them. Abebe, therefore, concluded that

children's work can best be understood holistically with respect to social, cultural, economic, political, historical, and geographical factors (pp. 24-25).

Urban-Rural Migration and Child Labor

Urbanization is a problem in Sub-Saharan Africa and in other parts of the world. Rural-urban migration became a phenomenon in Nigeria in the 1970s. This was the period after the civil war and included the subsequent oil boom era. During this period, migration was in response to the quest for White-collar jobs (Ohajianya, 2005). A consequence of rural migration was the neglect of the agricultural sector. While this initial wave of migration in the early 1970s in Nigeria had a positive impact on employment for the migrant population, the second wave of migration after the 1980s did not yield a positive impact on employment for migrant families (Ohajianya, 2005). This was because economic austerity had set in and the Nigerian economy was performing poorly at the time.

Nnadi, Chikaire, Atoma, Egwuonwu, and Echetama (2012) conducted an investigation into available economic opportunities for empowering youths in Ethiopia as a panacea to rural-urban drift and to establish that rural-urban drifts had deleterious effects on agricultural practices and productivity. Nnadi et al. also maintained that young Sub-Saharan Africans undertake risks by moving to the city in search of greater employment opportunities, which leads to a hastened transition into adulthood. Rural-urban migration encourages child labor. Ehirim, Onyeneke, Chidiebere-Mark, and Nnabuihe (2012) noted that migration in Nigeria is selective with respect to education level, sex, marital status, and age (p. 146). Males migrate more than their female

counterparts do. Rural-urban migration has led to a shortage of farm labor, a decrease in food production, reduced income, increased poverty, and a cycle of poverty in rural Nigeria. Ballinger (2011) analyzed the link between migration of workers of various nationalities to Tuscany in Italy in the 1950s and 1960s, and found that migration led to increased child labor (p. 54).

Government Policy and Child Labor

Government policy can play a role in eliminating child labor. The elimination of child labor can only take place if such policies are implemented effectively. Policies that are successful require commitment, consistency, adequate planning, and sanctions against violators. Nigeria has, over the years, adopted measures to stem the tide of child labor. These measures include legislative action plans, focusing and convergence of national development plans for the benefit of children, financial action plans through microfinancing, microinsurance via the Agricultural Credit Guarantee Scheme Fund of the Central Bank of Nigeria, and project-based action plans for the benefit of children. Recently, Nigeria adopted a comprehensive draft national policy on child labor. Piachaud and Sutherland (2001) analyzed the circumstances of children in poverty in Britain and assessed them in relation to the labor government's approach as well as their potential impact. Policy initiatives must address many aspects of these risk factors and not necessarily those that have an immediate impact on poverty (Piachaud & Sutherland, 2001, pp. 110-111). Ukommi (2012) noted that education plays a role in every nation; therefore, most governments have decided to centralize educational policies and programs. Government education policy can contribute towards eliminating child labor

(Ukommi, 2012, p. 293). Likewise, Edmonds, Topalova, and Pavcnik (2009) demonstrated that trade policy can have attenuating effects on poverty, thereby encouraging schooling and indirectly a reduction in child labor (pp. 504–506).

Unemployment and Child Labor

Unemployment is a significant contributor to the prevalence of child labor in Nigeria. Ibanga (2007) reported that in 2001, Nigeria's total labor force was estimated at 53.7 percent of the total population. Within this same period, the national unemployment rate stood at 3.8 percent. The unemployment rate was estimated at 13.6 percent of the labor force within this same period. The estimates for rural and urban unemployment stood at 14 percent and 12 percent each. The 15-24 year age group bears the disproportionate burden of open unemployment in Nigeria (pp. 46-47). Correspondingly, Ndem, Michael & Awa (2012) examined child labor in Nigeria with a focus on Calabar municipality and found that child labor is significantly impacted by the level of unemployment in Nigeria (p. 155). Besides, Veloso (2012) came to the same conclusion while conducting a study on child street labor in Rio de Janeiro, Brazil (pp. 663–670).

Religion and Child Labor

Religion can be a predisposing factor of child labor. For example, Andvig, Canagarajah, and Kielland (2001) reported that the Swiss-based, nongovernment organization (NGO) Christian Solidarity International paid for the freedom of 5,066 South Sudanese slaves since 1995 and that most of these slaves were children. These children were sold into slavery for USD 50 (Andvig et al., 2001, p. 16). Sudanese soldiers from the National Islamic front conduct raids on animist and Christian villages in

the South with the aim of capturing children to be sold out as slaves to the northern Muslims (Andvig et al., 2001). These raids have religious and racial elements, given that the captured children who are sold into slavery are Black, and White Arabs are major buyers of these forcefully captured children. Sunandamma (2014) reported that a large percentage of the working children belong to the Hindu religion and scheduled castes. The idea that some cultures and religions have internalized a “culture of poverty” through begging was also echoed in the study (Sunandamma, 2014). Many factors predispose children and society to child labor. The enormity of the problem has given rise to a multitude of stakeholders committed to combating child labor in Nigeria.

The Role of Stakeholders in Eliminating Child Labor

The following stakeholders in different capacities play a role in the “war” against child labor.

Nongovernmental Organizations

The World Bank (2002) defined an NGO as a “private organization that pursues activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development”(p. 1). Generally, an NGO is more commonly conceived of as a nonprofit, non-state, nonpartisan, voluntary organization. The World Bank further described NGOs as value based organizations which depend in whole or in part, on charitable donations and voluntary services (p. 5). Accordingly, the principles of altruism and voluntarism remain key defining characteristics in the conceptualization of NGOs. NGOs can be classified into operational NGOs and advocacy NGOs. Operational NGOs deal mainly with the design and

implementation of projects that pertain to development. Alternatively, advocacy NGOs are primarily concerned with defining or promoting a particular cause to influencing the policies or practice of international organizations (World Bank, 2002, pp. 2-5).

Operational NGOs take different forms via national organizations, which operate mainly in individual developing countries; international organizations, which are based traditionally in developed countries and have developing countries as their main theater of operations; and community-based organizations, which are designed to attend to the needs of a particular population in a limited geographical area (World Bank, 2002, pp. 2-6).

In the United States, NGOs are usually referred to as private, voluntary organizations, while most African NGOs prefer the term voluntary development organizations. NGOs are generally not regarded as legal entities under international law; however, an NGO based on the Geneva Convention such as the International Committee of the Red Cross is considered as a legal entity. NGOs play key roles in the area of combating child labor. First, they raise awareness and inform society about the neglect of children, especially with respect to the denial of their fundamental rights of food, shelter, clothing, and education. The United Nations Human Development (UNHDR, 1996) stated, "Child labor frequently leads to chronic illnesses destroys eyesight, physical and intellectual stunting and in many cases, even premature death. As a worst consequence, child labor keeps the children out of school" (p. 91). The Federal Government of Nigeria (2004) emphasized that NGOS by their nature maintain closeness with grassroots organizations (pp. 10-11). NGOs can network, have the capacity for advocacy, can

sensitize and generate data, and provide expertise and much-needed technical competence to aid policy formulation and assimilation into the mainstream of governmental plans. NGOs assist governmental agencies in implementing various pieces of legislation. For instance, NGOs undertake advocacy with a national government for the implementation of legislation to ban child labor; NGOs identify where child labor exists and strive to bring them to the attention of government.

Hahn and Holzscheiter (2013) argued that advocacy NGOs derive their legitimacy and authority while posing as representatives of marginalized and disenfranchised groups, more often than not, to take advantage of issues bordering on vulnerabilities and victimhood to strengthen their position as advocates (pp. 497-500). This calls to question the role of NGOs in national advocacy. In terms of NGOs advocacy with regard to child labor in Nigeria, such accusations may not apply. Some NGOs have been known to organize rehabilitation centers to shelter children removed from work sites. For example, in Nigeria, a prominent NGO, The Woman Trafficking and Child Labor Eradication Foundation (WOTCLEF) runs a shelter, coupled with an apprenticeship training school, devoted to the rehabilitation of trafficked girls (FGN, 2011, p.11).

The African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), established in 1986 in Enugu, Nigeria, was held and attended by over 300 participants from 16 African countries. This conference, which was supported by UNICEF, served to sensitize the African community and governments on the evils of child labor. ANPPCAN has engaged in research activities over the years. ANPPCAN's (2000) study became a baseline reference material on child trafficking in Nigeria (FGN,

2004, p. 11). ANPPCAN (2003) conducted a study and found that sexual abuse featured prominently in the estimation of level violence against children. Other prominent NGOs involved with issues of child labor, child trafficking, and sexual abuse of children include the Heartland Child care Foundation (HCCF), Idia Renaissance (IR), Child Life-Line (CLL), Children Rights Advocacy Group of Nigeria (CRAGON), Girls Power Initiative (GPI), African Woman Empowerment Group (AWEG), and Galilee Foundation (GF; FGN, 2004. p.11).

Media

The media (print and electronic) play a role in national development. The media has been used to fight against many societal ills. For example, during the period of the slave trade, the media carried out campaigns against slavery and other related practices. The result was the abolition of the trans-Atlantic slave trade. The world is faced with another form of slavery akin to the former in all its ramifications. The only difference is the age distribution of the targeted population, the scaled intensity of operations, and the geographical context of operations. The media is positioned to lead the struggle for the elimination of this new form of slavery known as child labor. The media can reach out to a wide audience. Manganda (2012) examined the role of the media in combating child labor in agriculture in Malawi and concluded that the media in Malawi had consistently provided coverage on child labor issues (pp. 5-8). The media in Malawi plays a role in facilitating economic development via its role of advocacy by sensitizing both the agriculture industry and individuals to the inherent dangers of child labor to national economic development (Manganda, 2012). The media is a stakeholder in the struggle to

eradicate all forms of abuses and violations of the rights of children. It is imperative that practitioners engage civil society organizations in eradicating all forms of child labor.

Television media coverage has been employed in Nigeria to emphasize the rights of the child. The aim is to create awareness of these rights. To underline the importance of media coverage of child rights, welfare, abuse, and other related issues, the United Nations Fund for Population (UNFPA) and Canadian International Development Agency (CIDA) sponsored a drama serial on child labor is aired on a weekly basis on several TV stations in Nigeria (Awosola & Omoera, 2008). Television, with print media coverage, has contributed towards highlighting issues bordering on child rights and the evils of child abuse to encourage healthy debate on such issues (Awosola & Omoera, 2008, pp.126 -128).

Corporate Entities

Child labor has been a recurrent issue from the period of the industrial revolution, when the tempo of manual production activities increased. The children who worked in the factories were subjected to cruel and unusual treatment, and their welfare was often neglected. These children worked for long hours to receive a mere pittance for long hours of work. In some cases, taskmasters denied these children their pay and more often than not got away with it. The common excuse then was that they provided these children with food, shelter and boarding facilities. Life in the factories was generally hard, and slave-like labor was commonplace. Humphries (2013) demonstrated that there was an increase in child labor beginning from the early 18th century to the early 19th century. Throughout history, child labor has been present in one form or the other (Humphries,

2013, pp. 395–397). Pike (2006) argued that child labor was not an invention of the industrial revolution. However, the industrial revolution introduced significant alterations in the magnitude and character of juvenile labor. The changes have remained a common feature of most industrialized economies.

Corporations have a duty to eliminate child labor from their unique position as employers of labor on a massive scale. By obeying labor laws that prohibit the engagement or employment of children between the ages of 4-17 years, these corporate entities could contribute towards stemming the tide of child labor in alignment with Article 138 of the ILO (2005) conventions on the minimum age for employment. It is important that both private corporations and international/multinational/ transnational corporations all exhibit the same attitude towards child labor. Whatever solutions or suggestions that emanate for combating child labor must be implemented by these corporations. Brown (2011) suggested that because corporations exercise control over economic markets and are the entities most affected by the regulations, it is imperative that they are involved in the reform effort. Once these corporate entities participate in the process leading up to the elimination of child labor, they will most likely implement it. Most of child labor practices take place in informal sectors. Attempts to eliminate child labor completely have been unsuccessful and have had the effect of driving child labor underground. Brown claimed that some of multinational corporations argued that they have no control over their subcontractors and absolve themselves of any blame in the matter. In response to concerns raised by other stakeholders, some other corporations

have decided to adopt new codes of conduct, enhanced monitoring activities, as well as resorting to enforcing rules strictly (Brown, 2011, pp. 136–139).

National Governments

Most of the violations of child rights take place within the boundaries of nation states; it does not matter if such violations are carried out by private corporations, multinational corporations, small scale informal industrial entities, or as other consumer market-oriented activities. As Brown (2011) noted, nation states are stakeholders in the nexus of child labor and human rights issues. Many people expect nation states to come up with solutions to human rights abuses and problems of child labor. However, some national governments are incapable of enforcing regulations made in the international arena (Brown, 2011). In addition, some multinational corporations render some national governments powerless in the face of disagreements because of the economic and political power they have (Brown, 2011). Legal regulations are not that straight forward as national legal systems exercise jurisdiction only over those corporations that are domiciled in their environment. Not all corporations operating in a country fall within the multinational category. There are many private corporations that operate within the boundaries of a country that can be adequately regulated. Those nation states that have either refused or failed to act to regulate the activities of these corporations in times past have to act now (Brown, 2011, p. 142).

A national government is positioned to lead the fight against child labor practices. There is a disconnect between public policy formulation and public policy implementation. Nonetheless, it is essential that national governments step up efforts to

eradicate child labor. National governments must ratify relevant international conventions. Presently, some governments have not found it worthwhile to ratify the ILO (2005) conventions designed to eradicate child labor. Such action on the part of those governments cast aspersions as to the sincerity of the government to join in the fight against child labor. National governments, private corporations, and international organizations should work together to set up a foundation for the eradication of child labor. Brown (2011) suggested the establishment of the balancing test, in which international organizations and nation states agree to a suitable standard for each country, based on what is best for children and laborers (pp. 155-156). The above calls for an examination of what actions the Nigerian government has undertaken to stem child labor (Brown, 2011, p.140). Mohammed and Amuda (2011) examined child sexual abuse in Nigeria because of child labor, noting that there is a lack of government intervention.

National Action Plan to Eliminate Child Labor in Nigeria

Eliminating child labor requires national, regional, and international approaches. To eliminate child labor requires well-coordinated policies at a tripartite level. Starting from an individual country or national level, the International Program on the Elimination of Child Labor (IPECL) has assisted member states in developing and implementing National Action Plans (NAP) geared towards addressing child labor. Nigeria has not adopted a comprehensive NAP with a period to eliminate child labor (ILO, 2013). In September 2013, Nigeria adopted a draft national policy on child labor. Nigeria is a signatory to many ILO conventions relating to child labor and other child-rights-related legislations. For example, the child Rights Act (2003) was enacted to protect Nigerian

children against abuse. Other legislation aimed at protecting the interest of the Nigerian child includes the Nigerian Children's Trust Fund, the National Child Protection and Enforcement Agency, and the National Agency for the prohibition of Traffic in Persons (NATIP).

The ILO has been at the forefront of the fight against child labor at the national and regional levels. ILO (2005) conventions 138 and 182 dealing with the minimum age requirement and worst forms of child labor eradication represent a statement of principles in the fight against child labor. Nigeria has ratified these conventions, but it took Nation a long time to adopt a draft national policy to combat child labor. The two conventions introduced in 1973 and 1999 were the key to break the backbone of child labor practices in most countries of the world (ILO, 2005). The intervention of the ILO in Nigeria has resulted in the formation of a national steering committee, a development of a national policy, and a national action plan on the elimination of child labor, which was adopted by the Federal Executive Council of Nigeria in September 2013. The ILO has been a pioneer in the efforts to eliminate child labor in Nigeria. Nigeria's proposed national action plan on the elimination of child labor is in keeping with the global action plan for the eradication of child labor.

Scholars have attributed the practice of child labor to the existence and prevalence of poverty in most countries of the world. This realization has informed Nigeria's choice to combat poverty through various poverty alleviation programs in the hope that such programs will have both direct (intended) and indirect (unintended) effects on the elimination of child labor. These programs include Directorate of Foods, Roads and Rural

Infrastructure (DFRRI), Better Life Program for Rural Women (BLP), National Directorate of Employment (NDE), Community Bank (CB), People's Bank of Nigeria (PBN), Family Support Program (FSP), and Family Economic Advancement Program (FEAP). Others are the Poverty Education Program (PEP), National Poverty Eradication Program (NAPEP), Community Action Program for Poverty Alleviation (CAPPA), Nigeria Agricultural Land Development Authority, Mass Mobilization for Social Justice and Economic Reconstruction (MAMSER), Youth Empowerment Scheme (YES), Rural Infrastructure Development Dcheme (RIDS), Social Welfare Services Scheme (SOWESS), National Resource Development and Construction Scheme, and Village Economic Development Solutions (VEDS; Arogundade et al., 2011, pp. 43-44).

Another poverty eradication strategy that Nigeria adopted is the IMF/ World Bank sponsored Poverty Reduction Strategy Papers (PRSPs). The PRSPs outline the trusts of a nation's poverty reduction strategy to obtain funding from the IMF/World Bank. The provisions of the poverty reduction strategies can have a direct and indirect beneficial impact on curbing the practice of child labor. A key component of Nigeria's poverty reduction strategy papers is the National Economic Empowerment and development Strategy (NEEDS, 2004). NEEDS is an entirely different program from all other programs designed to address issues of poverty. Prior to the introduction of the program, consultations took place between the government and the stakeholders relevant to the success of the program. NEEDS was aimed to create wealth, generate employment, reduce poverty, and re-orientate the value system of the society (Bawuro & Babatunde, 2005, p.129). Both the Nigerian government and the International Monetary Fund

emphasized the success of the neo-liberal reform economic agenda. The achievements recorded by the NEEDS strategy were mainly in the area of macroeconomic stability, improved budgetary planning and execution, provision of recognized platform for sustained economic diversification, and nonoil export growth ((Bawuro & Babatunde, 2005).

Criticisms regarding the performance of NEEDS are not lacking. These critics maintain that instead of NEEDS resolving the issue of poverty, it has worsened it. The provision of basic infrastructure or infrastructural development, which has a direct link to poverty reduction, was not done or activated. The United Nations Development Program (UNDP, 2008) demonstrated an increase in poverty from 34.0% to 38.8% within the 2001-2007 period when viewed against the backdrop of the Human Poverty Index. Another poverty reduction and development strategy is the United Nations Development Assistance Framework (UNDAF). This is a program document between the United Nations country team and the host government. The document stipulates a broad range of actions and strategies towards achieving national development goals through the assistance of the United Nations system.

In order to understand the national development situation and to identify development issues, the United Nations and its agencies rely on the use of a common country assessment (CCA) document. These strategies and actions can foster the elimination of child labor. The CCA document identified eight key priorities that must be addressed if the purpose of the UN global conference, national, sub-regional, and regional development objectives are to be attained: population, human rights,

governance, economy and poverty alleviation, environment and sustainable agriculture, social services and culture, drug control and crime prevention, and HIV/ AIDS. The United Nations office in Nigeria, having obtained the views of relevant stakeholders like the government, civil society groups, and donors, merged these eight development issues into three areas: promoting good governance and human rights; reducing poverty; and reducing the impact and incidence of HIV/AIDS, malaria, tuberculosis, and other infectious diseases.

Nordtveit (2010) conducted a study on child education, child protection, and child labor, using three countries (Benin, Swaziland, and Namibia) as case studies. Nordtveit found that in Benin, child labor is more related to poverty; whereas, in Swaziland and in Namibia, child labor is associated with HIV/AIDS (pp. 699-700). The importance of quality education cannot be overemphasized. Education is key instrument that the Nigerian government relies on to address the practice of child labor. Over the years, Nigeria adopted many development plans aimed at ensuring transformation of different sectors of the economy. In the education sector, Nigeria adopted the Universal Primary Education (UPE) scheme. This was complemented in later years by the adoption of the Universal Basic Education (UBE).

Furthermore, in 2002 the global partnership for Education (GPE) was launched, with headquarters in Washington D.C. The GPE is made up of donor agencies and developing country partners that aim to achieve the speedy objectives enshrined in the Millennium Development Goals (MDGs) with regard to free Universal Primary Education by 2015. Nigeria only applied to become a member of this body in November

2012. Nigeria is grouped in the Africa three constituencies. This constituency includes the Gambia, Ghana, Ethiopia, Liberia, Sao Tome and Principe, Sierra Leone, and South Sudan.

In pursuit of decency and equity at the workplace, the ILO instituted the Decent Work Agenda (DWA), a key commitment of the 1995 World Summit for Social Development. The global acceptance accorded this program at the 2005 United Nations World Summit underlined the commitment of heads of state and government to a fair globalization. The key resolve of the summit was to ensure that the goals of full and productive employment, as well as decent work for the women and youth, are mainstreamed into national global policies and national development strategies. The DWA provides the basis for cooperation between the ILO and countries through the Decent Work Country Program (DWCP) under the standard assumption of a fair globalization program of action. Under the DWA, each country has a duty to enact policy actions in consonance with the four strategic objectives: social dialogue, social protection, employment, and rights to work.

The ILO, the Nigerian Government, and social partners in 2005 developed the first DWCP of action for Nigeria. The DWCP I lasted between 2005–2009. However, the DWCP I suffered from many flaws at the implementation level. Given these shortcomings, while the DWCP I priorities were still relevant, a review was undertaken before the commencement of DWCP II (FGN/ILO, 2011, pp.11-10). The highpoint of the DWCP II for Nigeria is its gender-sensitive, result-oriented approach. The DWCP II was planned to last from 2012-2015. The DWCP II with the benefit of hindsight was

preoccupied with supporting national initiatives that will lead to a significant reduction in decent work deficits. The DWCP II will also fortify national capacities for effective program delivery. The DWCP II was executed within the context of the transformational agenda, vision 20: 2020, NEEDS II, United Nations Development Assistance Framework (UNDAF), as well as the Worldwide Jobs Pact embraced by the member states of the ILO in 2009. Accordingly, the response of the Nigerian government to the identified decent work deficits and development challenges were carried out within the ambit of economic planning studies, poverty response projects, and action plans. The acceptance of a nation-wide policy on HIV/AIDS was done in 2007, in collaboration with the ILO (FGN/ILO, 2011, pp. 5-10).

With the formation of the committee to identify hazardous work, the validation of ILO conventions, and the allied report, Nigeria is giving further impetus to earlier resolutions like the African Conference of Ministers of Labor in 2007, which encouraged countries to develop national action plans aimed at eliminating the worst forms of child labor by the year 2015. This is in concurrence with the guidelines of the second Global Conference on Child Labor in 2010 at The Hague and a follow-up conference in Brasilia in 2014. A key intervention measure that can ensure the success of this national action plan is the provision of adequate infrastructure.

The State of Infrastructural Development and Education Sector in Nigeria

Nation building in economic terms increases the development of the infrastructural sector. The availability of adequate infrastructure or lack of it could constitute differences between a country being regarded as developed or undeveloped. In

Nigeria, infrastructure development has assumed a central place in the fight to attain social and economic stability. Infrastructure deficit has constrained the march towards economic growth and development, thereby limiting the ability to improve the quality of life in Nigeria. Nigeria's infrastructure is in a deplorable condition; the education sector is no exception. In fact, the state of infrastructure was the main issue in the Academic Staff Union of Universities (ASUU) strike/dispute that shut down university education for a prolonged period of 6 months in 2013 (Akinwale, 2010). This arose because of the ASUU/FGN agreement of 2009, which the federal government reneged, on the implementation of the provisions, especially with regard to infrastructural development (Akinwale, 2010). Akinwale (2010) provided corroborative evidence on the state of infrastructure in Nigeria: "Nigeria is replete with several cases of inadequate infrastructure"; irregular power (electricity) supply, fuel scarcity, lack of pipe borne water, poor health care services, bad roads, erratic telecommunication services, and unstable educational institutions (p. 214).

Moja (2000) noted that a shortage of space exists in all the subsectors of the educational system. The introduction of universal primary education led to an expansion of the education system. The result has been untoward pressure on education facilities that did not expand commensurately as the school population owing mainly to lack of adequate maintenance and repairs (Moja, 2000). The quality of education has dwindled due to the state of disrepair of educational buildings. Dilapidated buildings contribute to the high dropout rate of learners from school (Moja, 2000, pp. 38-39). The shortage of adequate resources has limited the ability of government (federal, state, and local) to

undertake infrastructure provisions, not only in the education sector, but also in all other sectors of the economy. Governments have resorted to nontraditional means of funding infrastructure development. By nontraditional means, governments shift away from relying on capital votes set aside in annual budget accounting to fund infrastructure development. In this regard, public-private partnership (PPP) is emerging as an alternative measure to facilitate the delivery of infrastructure and services on a global scale (Taye & Dada, 2012, p. 400).

Another noticeable infrastructural problem is a deficiency in teacher quality (Ibidapo-Obe, 2007, p. 5). The National Planning Commission (2004) reported that almost half (49%) of the teaching force in Nigeria is to a large extent unqualified (p. 34). The challenge is to determine the level of budgetary allocation to this sector and its implication for the quality of education and efforts to eliminate child labor.

Education Sector Expenditure in Nigeria (1980-2014)

Table 1 shows the education sector expenditure in Nigeria from 1980 to 2014.

Table 1

Education Sector Expenditure in Nigeria (1980 – 2014, Figures in Billion Naira)

| YEARS | CAPITAL EXPENDITURE | RECURRENT EXPENDITURE | TOTAL EDUCATION EXPENDITURE | TOTAL BUDGET EXPENDITURE | % SHARE OF TOTAL BUDGET |
|-------------|---------------------|-----------------------|-----------------------------|--------------------------|-------------------------|
| 1980 - 1989 | 3,639.90 | 8,483.60 | 12,123.50 | 170,417.70 | 7.11 |
| 1990 - 1999 | 36,614.40 | 89,887.00 | 126,501.40 | 1,691,011.40 | 7.48 |
| 2000 – 2009 | 456,604.22 | 958,982.04 | 1,413,586.26 | 16,501,348.96 | 8.57 |
| 2010 | 141,549.84 | 198,084.95 | 339,634.79 | 4,608,616.27 | 7.37 |
| 2011 | 89,417.54 | 304,392.63 | 393,810.17 | 4,226,191.56 | 9.32 |
| 2012 | 123,294.04 | 345,091.43 | 468,385.47 | 4,749,100.82 | 9.86 |
| 2013 | 148,216.79 | 360,822.93 | 509,039.72 | 4,987,220.43 | 10.21 |
| 2014 | 49,536.04 | 443,922.09 | 493,458.13 | 4,642,960.00 | 10.63 |

Note: 2014 Figures were obtained from Annual Budget Breakdown by the Finance Minister.

Although the bulk of education budget within the review period consisted of both recurrent and capital expenditure, there was a statutory allocation set aside for basic education since the fiscal year 2005. Table I indicated that government recurrent expenditure in the education sector far exceeded government capital expenditure in the education sector within the period under review. The government did not invest enough in the education sector over the years. Recurrent expenditure is considered a non-regenerative investment, while capital expenditure is considered real investment in the sector (Ejiogu et al., 2013, p.57). The total amount allocated to capital expenditure for the 1980-1989 period stood at ₦3,639.90 million (Ejiogu et al., 2013). The corresponding

recurrent expenditure for the same period amounted to ₦8,483.60 million (Ejiogu et al., 2013). Thus, the total expenditure on education for the period (1980-1989) was ₦12,123.50 million (Ejiogu et al., 2013). The percentage share of expenditure in the education sector for the period (1980-1989) was 7.11% viewed against the backdrop of a total annual budget of ₦170,417.70 million (Ejiogu et al., 2013).

The period of the 1980s began with the inauguration of a civilian democracy under Alhaji Shehu Shagari who was sworn in as the first democratically elected civilian president on October 1, 1979. Barely 4 years later, he was overthrown in a military coup d'état and was succeeded by Major General Muhammadu Buhari, currently a leading presidential candidate under the newly registered All Progressive Congress (APC) party. The reasons adduced for the overthrow of ex-president Shagari by the military-politicians in the coup speech aired on national radio on 1st January, 1984 by Brigadier Sani Abacha was that “our educational system is in shambles as our hospitals have been reduced to mere consulting clinics” (Lateef, 2014).

The 2000-2009 periods, as shown in Table I, recorded a capital expenditure of ₦454,604.22 million and a recurrent expenditure of ₦958,982.04 million. This amounted to a total education budget of ₦1,413,586.26 million. According to the 2000-2009 data, the total education sector budget represented 8.57% of total annual government budget of ₦16,501,348.96 for the corresponding period. There was an increase in total education expenditure by 1.09% over the 1990-1999 periods. The restoration of civilian democratic government under Chief Olusegun Obasanjo elicited much hope for the country.

Important milestones were recorded within this period in consequence of the far-reaching education sector comprehensive reforms. Beginning with the passing into law of the Free and Compulsory Universal Basic Education (UBEC, 2005) Act, which was designed to drive national development via education sector wide reforms by guaranteeing or encouraging universal access to educational opportunities at all levels: basic, post-basic, tertiary, and non-formal special needs groups (UNESCO International Bureau of Education, 2008, pp. ii - iii). To promote inclusive education, Nigeria used global and national frameworks like the Dakar framework for Action/ Education for All, the NEEDS I and 2, the MDGs, the United Nation's Decade for Literacy (UNDL), the United Nations decade of education for sustainable development (DESD), the National Policy in Education (UNESCO International Bureau of Education, 2008, p. i).

To address the challenges posed to inclusive education, the 2000-2009 period witnessed the introduction of the National Policy on HIV/AIDS for the education sector in Nigeria, the National Policy for Integrated Early Childhood Development in Nigeria (2007), and the National Policy on Gender in Basic Education (2007). Other measures included the guidelines for the Identification of Gifted Children (2006) and the implementation plan for special Needs Education Strategy (2007). The year 2006 ushered in three initiatives including the signing of the UNESCO National Education Support Strategy (UNESS) for Nigeria 2006-2015, the launch of the Community Accountability and Transparency Initiatives (CATI), and the publication of the NPA (UNESCO International Bureau of Education, 2008, p. ii).

The year 2010 recorded a capital expenditure of ₦141,549.84 million and a recurrent expenditure of ₦198,084.95 million. These added up to a total education sector budget of ₦339,634.79 million. The annual budget for that year was ₦4,608,616.27 million. The education sector budget represented 7.37% of the total national budget for that year. The 2011 fiscal year, as shown in the Table I above, recorded a capital expenditure of ₦89,417.54 million and a recurrent expenditure of ₦304,392.63 million. The total education budget amounted to ₦393,810.17 million, while the total annual budget for that year stood at ₦4,226,191.56million. The education sector share of the annual budget amounted to 9.32%. The fiscal year 2012 recorded a capital expenditure of ₦123,294.04 million and a recurrent expenditure of ₦345,091.43 million. The total education sector budget for that year was ₦468,385.47 million. The total annual budget was ₦4,749,100.82 million. The education sector share of the total budget was 9.86%.

The education sector budget for the 2010, 2011, and 2012 fiscal year increased by 1.95% and 0.54% respectively. The fiscal year 2013 education sector capital budget was ₦148,216.79, while the recurrent expenditure was ₦360,822.93 million. The total education sector budget was ₦509,039.72 million. Meanwhile, the total annual budget amounted to ₦4,987,220.43 million. As shown in Table I, the education sector budget as a share of total annual budget for fiscal year 2013 was 10.21%. This figure represented the highest so far recorded in all the years examined, given the absence of outliers in the periods that were subsumed together.

The proposed budget for fiscal year 2014 contained provisions for capital expenditure of ₦ 49,536.04 million and a recurrent expenditure of ₦443,922.09 million.

The total annual budget as proposed was ₦4,642,960.0 million, while the total education sector budget as contained in the draft budget proposal submitted to the National Assembly was ₦493,458.13 million. The share of education sector expenditure in the total budget proposal for fiscal year 2014 was 10.63%, representing a marginal increase of 0.42% over the budget for the 2013 fiscal year. The allocation to UBEC started in 2005 until the fiscal year 2014. The allocations have been added to the total education capital expenditure for the corresponding individual fiscal years.

For the review period 1980-2014, as shown in Table I, the recurrent expenditure on education far exceeded the capital expenditure in this sector. Nigeria spends less than 11% of its annual budget on education. This is far below the UNESCO recommendation that at least 26% of a country's annual budget should be devoted to the education sector (Ejiogu et al., 2013, p.56). Available cross-country comparisons also underlie this observation. For example, Ghana spends 31% of its annual budget on education. Cote d'Ivoire devotes 30%, Uganda 27%, South Africa 25.8%, Swaziland 24%, Kenya 23%, Botswana 19%, Morocco 17.7%, Lesotho and Tunisia 17.0% respectively, and Burkina Faso 16.8% (Ejiogu et al., 2013). A sizable number of Nigerian students now proceed to Ghana for their higher education. This calls to question the efficacy of education sector policies in Nigeria.

Policy Implementation in Nigeria

Public policy implementation in Nigeria is problematic. Paki and Ebianfa (2011) claimed that public policy since independence in Nigeria has recorded limited success. Similarly Makinde (2005) observed that policy implementation constitutes one of the

problems confronting developing nations. Aminu, Tella, and Mbaya, (2012) noted that, in spite of the importance of public policy formulation and implementation on the management of the affairs of government in Nigeria, there are as yet no standardized formats or laid down guidelines that could be considered generally accepted to aid such a process.

Nigeria is a country of many paradoxes. The paradoxical has pervaded the area of public policy formulation and implementation in Nigeria. Paki and Ebianfa (2011) considered public policy in Nigeria an implementation paradox, especially when viewed against the elusive nature occasioned by the low degree of implementation. This implementation paradox calls to question the whole process of policy formulation and implementation in Nigeria, especially the bureaucratic process. It is one thing to formulate a policy and another to implement it. Ugwuanyi and Chukwuemeka (2013) suggested that the act of formulating a given policy should not be the main issue in Nigeria, but their implementation in an effective manner. Public policy formulation and implementation are beset with a plethora of problems, dating back to the days of independence in 1960. Moreover, Paki and Ebianfa (2011) stated that since independence, Nigeria has not recorded any meaningful success in the arena of public policy implementation. Bureaucratic inertia is one of the leading causes of public policy implementation failures in Nigeria. Accordingly, bureaucrats have devised a way of constituting obstacles, thereby frustrating well-intentioned public policies. This is the case when these bureaucrats hold diametrically opposite views or when such policies are of no direct benefit to them.

In the Nigerian context, when it is asserted that such policies hold no direct benefit to them (bureaucrats), what is meant is that there may be no way for the bureaucrats to make private financial gains when these policies are eventually implemented. These financial gains run into millions of Naira in local currency. This rent seeking behavior is linked to corruption as a problem of public policy implementation in Nigeria. Ugwuanyi and Chukwuemeka (2013) posited that the ineffective and corrupt political leadership environment where public policy is formulated and implemented in Nigeria, as well as the pervasive corruption existing within the public bureaucracy, negatively affects implementation activities and processes. A lack of consultations with bureaucrats and civil society groups in the formulation process is another cause of policy failures in Nigeria. While government policy formulation and implementation are the responsibility of the government and its agencies, these agencies and civil society organizations are far removed from the domain of policy processes.

Tribalism/ethnicity is another problem in policy formulation and implementation in Nigeria. Well-intentioned public policies have failed on the altar of ethnic jingoism before such policies are implemented. This is particularly serious in a multiethnic and multilingual peripheral social formation such as Nigeria. Ugwuanyi and Chukwuemeka (2013) affirmed that the pressure and influence of primordial demands and values on the bureaucracy negatively affects public policy implementation and processes. Ozumba (2014) further noted that compromises during the implementation stage of public policy constitutes could alter the basic goals set forth earlier (p. 119).

Public policy implementation in Nigeria lacks an adequate definition of goals. Allied to this is the issue of overambitious goals, where goals are not well defined and clear-cut, thus generating confusion at the implementation stage. Overambitious goals tend to undermine the executive capacity of the government agency charged with the implementation of such goals. Ozumba (2014) stated that inadequate definition of goals and overambitious goals could lead to the failure of public policy at the implementation stage. Often times, the goals lack clarity and compatibility.

In the policy formulation and implementation space in Nigeria, there is a lack of well-defined programs. Ozumba (2014) noted that in Nigeria, actions that will facilitate the achievement of policy goals and objectives are in most cases not well articulated. Therefore, policy implementation usually assumes the form of trial and error. Cultural considerations are another obstacle to policy implementation in Nigeria. The resistance to certain public policies may be the result of cultural considerations. Some communities may consider certain policies as a direct violation or desecration of their culture (Ozumba, 2014, p. 119).

Another factor in the policy formulation and implementation nexus is the issue of inadequate funding, which can mar the success of any program, no matter how well thought out or conceived. Sule, Alinno, and Ikwegbe (2013) stated, “adequate funding is a sine qua non for effective policy implementation” (p. 33). Adequate funding is lacking at every level of government in Nigeria. Poor logistics is the result of inadequate funding. Political instability in Nigeria, and how this affects policy implementation, is another issue to consider where frequent changes in government engender accompanying policy

somersaults. This was particularly the case during the period of military rule in Nigeria. When governments change, new programs are introduced leading to the abandonment of earlier programs in this part of the globe leading to non-continuity (Sule, 2013, p. 33).

A lack of managerial effectiveness hampers policy implementation in Nigeria, which calls to question the quality/ standard of education in Nigeria. This shortage of trained human power and resources impacts policy implementation and makes it difficult to achieve set goals (Ojo, 2012, p. 455). Fors (2010) reviewed the more recent theoretical and empirical literature on child labor and noted that no one approach can resolve the question of child labor; rather, policies should be directed to addressing the issue of poverty, market imperfections, and access to education (pp. 570-571). Similarly, Hoop and Rosati (2013) and Fors (2010) predicted that the direction of policies directed at child labor is not easy in the midst of counteracting effects. Transfer programs may reduce child labor, while other policies can exert the opposite effect, especially if such policies affect household's productive structure.

Summary

Child labor has been in existence since the Industrial Revolution. Child labor has historically been a source/provider of cheap labor; hence, it is resilient despite mounting criticisms. Child labor has its roots principally in poverty and lack of access to quality education. Child participation in routine household chores does not constitute elements of child labor as they are considered necessary for the child's social upbringing for the future. What has remained at the epicenter of the opposition to child labor activities

belongs in the realm of the worst forms of child, which are deemed hazardous, inhuman, brutal, exploitative, and destructive.

The United Nations have adopted conventions aimed at the elimination of child labor, which have been complemented by other regional and national legal measures aimed at eliminating child labor. Nigeria has enacted a Child Rights Act in addition to the recently adopted a child labor policy. Nigeria adopted the UPE and UBE scheme in 1976 and 1999 respectively, thus making primary education free and compulsory. Despite these policies, child labor has been pervasive in Nigeria, as a considerable number of children still do not attend schools. Poor teacher quality and an uncondusive learning environment have been advanced as disincentives to schooling. The dearth of infrastructural facilities and poor funding of the education sector represented obstacles in the effort to eliminate child labor amongst others.

The environment (unit of analysis) within which this study was conducted is known to provide supplies of child household servants (house boys, house girls) to various households in Nigeria. What is not known is that a state legislation has been enacted by the Akwa Ibom State Government barring parents from giving out children as household servants. Education in this state is now free and compulsory for primary and secondary education. In addition, the state government has subsidized examination fees for pupils/students in the state.

In the literature on child labor, a gap existed in the area of empirically evaluating or determining stakeholder preparedness to implement the child labor policy in Nigeria. Given that this policy was introduced in September of 2013, I did not come across any

empirical work evaluating the preparedness of any of the stakeholders in implementing the child labor policy in Nigeria. To that extent, this study has made a contribution to knowledge as a pioneering effort to evaluate the state of preparedness of the education sector in Nigeria to implement the child labor policy. I hope that this attempt will galvanize subsequent research attention in this area of study. In Chapter 3, I present the methodology of the study.

Chapter 3: Research Method

Introduction

This chapter provides a description of the qualitative research methodology applied in this study. I expound upon the chosen research design, my role as a researcher, and instrumentation for primary and secondary data collection. I present the adopted procedure for recruiting participants, analysis of collated data, trustworthiness of the research findings (credibility, transferability, dependability, and confirmability), and ethical procedures that were adopted in the course of the study.

The purpose of this exploratory study was to evaluate the state of readiness of the education sector, with regard to availability, functionality, and adequacy of infrastructures and other allied resources necessary for the effective implementation of the Nigerian policy on child labor, which was adopted on September 11, 2013 by the federal government of Nigeria. A functional education system is needed to eliminate child labor all over the world. Nigeria cannot be an exception. These considerations were pertinent in view of the history of policy failures in the public domain in Nigeria. Therefore, the need was identified to guarantee an effective and result-oriented child labor policy implementation in Nigeria to align the Nigerian children's rights with the requirements of the UN, ILO, and Child's Right Act (2003).

Research Design and Rationale

The following research questions guided this study:

1. What is the present state of infrastructure in the education sector within the population?

2. What forms of disparity exist between the state of infrastructure in the urban and rural areas within the population?
3. How does the present structure of the education system impact on pupils/students drop-out rate?
4. What are the enforcement strategies in place to enforce child labor policy in Akwa Ibom State?
5. How geographically dispersed are the educational facilities/schools within the population?
6. What is the teacher-pupils ratio to sustain the potential increase in school enrolment?
7. What forms of training programs are available for school staff and teachers within the population?

Child labor involves all forms of work activities by children within the ages of 5-17, which contain or exhibit the following attributes:

- Any form of exposure to physical, psychological and sexual abuse
- All forms of slavery or similar practices, including trafficking, debt bondage, serfdom, and forced or compulsory recruitment in armed conflict
- Child prostitution and/or pornography
- Illicit activities and the production and trafficking of drugs
- Exposure to hazardous substances, temperatures, noise levels, or vibrations inimical to health
- The use of dangerous machinery equipment or tools, heavy loads;

- Long hours of work, night work, sundry difficult conditions in unhealthy environments performed with the main purpose of ameliorating adult burden usually within the home by way of contributing to family income, feeding, school fees, house rent, or medical bills
- Those considered exploitative, abusive, in contravention of the various world-wide standards set forth by the United Nations and its authorized agencies
- That interferes with schooling of a child
- That impinges on the good moral upbringing of a child
- That is manifestly beyond the capacity of a child to perform
- That usually contravenes both international and national labor laws
- Performed by children below the minimum age and conforms to some or all of these attributes. (UNICEF, 1997, p. 6)

The research design provides the logical sequence connecting the study's empirical data to its initial research questions and ultimately to the conclusions of the study (Yin as cited in Creswell, 2013, p. 7). Different perspectives have been presented by researchers with respect to the appropriate research design for conducting enquiry into issues relating to child labor-both in the arena of policy formulation and implementation. Creswell (2009) explained that the determining indices for the research design include the basic philosophical assumptions that the researcher brings into the study; the inquiry strategies; and the methods to be employed in data collection, analysis, and interpretation of results, as well as the research problems and related questions needing to be answered

in order to draw a conclusion. Further considerations include the personal experiences of the researcher, as well as the audiences of the inquiry. Creswell advanced three types of research designs: quantitative, qualitative, and mixed methods (p. 3).

In this study, I carried out an evaluation of the state of readiness of the education sector in terms of availability and adequacy of infrastructures and resources to effectively implement the newly adopted policy on child labor in Nigeria focusing on the Ibiaku Uruan Local Government Area (LGA) of Akwa Ibom state. This study was exploratory in nature, in which I sought to describe and provide an understanding of the inadequate educational resources and infrastructure to support effective removal of school-aged children from all forms of child labor back to educational environment. The inquiry process involved developing procedures and questions, collating data in a typical natural setting of the participants, analyzing the data inductively, and building themes from particulars (Ibiaku Uruan LGA in Akwa Ibom State) to general themes (Nigeria); thereafter, I made appropriate elucidations, providing the meaning of the data with a final written report. To this end, a qualitative research design proved to be the most appropriate for this study. Because the policy was only adopted in September 2013, there were no historical data to quantitatively test the effective implementation by the education sector of Nigeria.

As a further justification of the chosen research design, I did not use a quantitative design because this would have taken away my role as the main research instrument in the area of data collection, analysis, interpretation, and reporting (Creswell, 2013, p. 45). In view of the paucity of data in the area of existing educational infrastructure and

resources in Nigeria, it became important to use primary as well as unstructured data to give descriptive capability to this kind of exploratory study. In quantitative research designs, scholars seek to test objective theories through the examination of the existing relationships amongst research variables, which can be measured on instruments, enabling procedures to be set for data analysis statistically. This study was not amenable to the deductive testing of theories (Creswell, 2009, p. 4).

Research designs can be blended or adapted where the researcher aims at maximizing the strengths of both qualitative and quantitative methods while minimizing the weaknesses of each of the methods (Plano Clark & Creswell, 2008, p. 337; Teddlie, & Tashakkori, 2009, pp. 150-151). This usually happens when a single approach is insufficient to answer the research questions. A researcher needs to consider what information is needed to answer the research question (Laureate, 2012). Patton (2002) described methodological triangulation as a way of blending the two major methodologies to achieve effective research results. A mixed-methods design could be used for this study; however, I adopted a qualitative design for the purposes of expediency and effectiveness.

Role of the Researcher

In this exploratory inquiry into the state of readiness of the education sector to implement the recently adopted child labor policy in Nigeria, my role was that of an active observer. As the primary research instrument, I was armed with a data collection journal for recording my views emanating from the open-ended interviews that I conducted. This interview had as its major focus the observation of the educational

framework as it pertained to Uruan LGA of Akwa Ibom State in Nigeria, which was the specific unit/focus of analysis in this study (Creswell, 2009. p. 16). I did not maintain or have any professional relationship with the participants whatsoever. I had no supervisory or instructor relationship that involved an exercise of some power over the participants. I had my primary education within Uruan LGA of Akwa Ibom State of Nigeria. My village is situated within Uruan LGA of Akwa Ibom State. I speak the native language of this environment fluently as I understand the culture and customs of the people of Uruan LGA of Akwa Ibom State of Nigeria. I freely disclosed these facts in keeping with the best traditions of intellectualism in research matters.

A checklist was developed that guided the process of asking open-ended and probing questions during the interview sessions with the selected participants of this study. I adopted a calm and listening disposition with rapt attention to details. The purpose of the sequence was to digest the responses of participants, then reflect and asked more probing questions in order to establish deeper stages of dialogue aimed at building a unique picture from an array of sources (Greenbank, 2003, pp. 794-798).

Methodology

Within the field of qualitative research design, experts have come up with several typologies and classifications of methodologies for carrying out exploratory inquiries, five of which have been identified including phenomenology, grounded theory, ethnography, narrative research, and case study (Creswell, 2013, pp. 7-12). The research methodology adopted for this study was primarily determined by the research questions (Laureate Education, 2010). Teddlie and Tashakkori (2009) further stated that the

application of a methodology depends on the research questions/hypothesis, sequencing, and sampling strategies adopted, stressing that the overall intention of a study drives the expected outcome (pp. 150-151). If the research design selected was based on the nature of the research problem under review, being an evaluation of the level of readiness of the education sector to implement the newly adopted Nigerian policy on child labor. The design depends on the personal experiences of the researcher, as well as the audiences which the study addressed (Creswell, 2009, p. 3).

Case study research method was adopted for the evaluation of the state of readiness of the education sector in terms of availability and adequacy of infrastructure and resources to effectively implement the newly adopted policy on child labor in Nigeria. I did not measure the effectiveness of child labor policy implementation in the education sector of Nigeria because a policy adopted in September 2013 did not have an adequate history of implementation data to carry out an empirical deductive inquiry. There are a number of stakeholders involved in the implementation of a child labor policy, which can be considered as a bounded system as already highlighted in the review of literature, including government agencies, such as the judiciary system, the police and other law enforcement sectors, education system; the NGOs and advocacy groups; and media. An exploratory case study was adopted to evaluate the availability and adequacy of infrastructure and resources in the education sector as a demonstration of readiness of the education sector to effectively implement the policy on child labor in Nigeria (Creswell, 2013, pp. 97-102).

Participant Selection

Qualitative inquiry is considered a naturalistic study, requiring interactive data collection strategies in order to explore and establish the natural flow of events and processes. In this case study, I inquired into the state of readiness of the education sector in terms of availability and adequacy of infrastructure to effectively implement the newly adopted policy on child labor in Nigeria. I recognized participants as one source of data, while I was the primary research instrument. I adopted a purposeful sampling strategy, which according to Patton (1990), is a technique for “selecting information-rich cases for study in depth” where a researcher needs to understand everything about the identified cases with boundaries without attempting to generalize about all similar cases (p. 169).

Participants for this qualitative case study included

- Akwa Ibom State Commissioner for Education
- Permanent Secretary, Ministry of Education in Akwa Ibom State
- SUBEB
- Education Secretary of Uruan LGA
- Heads of primary and secondary schools in Uruan LGA
- Parents and community leaders

Unit of Analysis

I considered it pertinent to define a unit of analysis, otherwise known as the level of analysis, as the delineated section of Nigerian society to be studied (Frankfort-Nachmias & Nachmias, 2008, p. 47). This was necessary to give adequate depth and breadth to the problem being studied and the research questions developed. The Uruan

LGA in Akwa Ibom State Nigeria was selected as the unit of analysis of this study. Uruan LGA is made up of 47 villages/communities and has a population of approximately 118,300 indigenes, made up of 62,897 males and 55,403 females (National Census, 2006). Geographically, Uruan LGA has a land mass covering approximately 449 Km²; situated between longitude 7° 20` and latitude 6° 40`E in the North and West and is delineated in the North by Itu LGA, South by Okobo LGA, East by Odukpani LGA in Cross River State, and West by Nsit Atai and Ibesikpo Asutan LGAs (Government of Akwa Ibom State, 2012; Idio, n.d)

Instrumentation

Qualitative researchers rely on the strength of the researcher as the primary instrument for the purpose of collecting data through document examination, interviewing participants, and observing behaviors. I selected the participants from the Ministry of Education, SUBEB, and elementary and secondary schools in Uruan LGA to evaluate the existence and adequacy of educational infrastructure and resources to support the effective implementation of the newly adopted policy on child labor in Nigeria. To carry out the study, I developed a set of open-ended interview questions and used tape recorders to record participants' responses (Creswell, 2013, pp 44–46).

Procedures for Data Collection

I commenced the data collection process after obtaining the necessary approvals of the dissertation committee on the proposal and from the university institutional review board (IRB). I interviewed the participants in the study using in-depth and open-ended

questions to elicit the opinion, knowledge, and experience of people. Follow-up questions and clarifications were obtained from the respective participants as necessary.

A review of documents/records in the Ministry of Education, Uruan LGA education board was carried out, as well as direct observations of the school settings in terms of classrooms, chairs and tables, library, toilets, and other facilities to support the proper education and development of a child. I upheld the admonition by Patton (2002) that the quality of qualitative research depends on the researcher's skills, sensitivity, and methodological integrity (pp. 4-5). At the end of the interview sessions, the participants were debriefed; I informed them that, at the completion of the study, a two page summary of the findings of the study will be made available to them.

Data Analysis Plan

In a qualitative study, evidence is usually derived from conducting interviews, making observations, and going through relevant documents that pertain to the subject matter under investigation. In this study, these notes were organized on an ongoing process. This enabled me to have full control over the direction in which the research was going, as well as the confirmation and clarifications that needed to be made by respective participants through phone calls. The next stage of the data analysis plan included organizing the data generated in the course of the fieldwork by topic. These data were perused to isolate the main themes of the study. This stage represented the initial stage of organizing, abstracting, synthesizing, and integrating the data with the use of the Nvivo data analysis package.

Tables and diagrams such as pie charts were used where necessary to present information in a neat and concise form to ensure the readers' understanding of the results of the study. In analyzing the data, I focused on the theoretical propositions that underlie the study and the adopted theories confronted with data generated in the course of the study. In order to provide a theoretical justification for the chosen research design, I turned to sampling theory and the case study approach. Sampling theory implies that the randomization principle as embedded in the purposeful sampling technique reduces to the barest minimum incidence of error or bias and addresses or accounts for issues relating to transferability, credibility, confirmability, and dependability of the sample estimates (Creswell, 2013; McNabb, 2008).

Evidence of Trustworthiness

The tripartite concepts of trustworthiness, quality, and credibility serve as indicators to determine if the findings of a qualitative research are true and certain. There must be evidence of truth before concluding that the research finding accurately and correctly mirror the situation. On the other hand, certainty gives the needed assurance that the findings of a research are corroborated by the evidence collected in the process of conducting the inquiry (Guion, Diehl, & McDonald, 2008). LeCompte and Goetz asserted that validity and quality provide useful answers to researchers' questions aimed at determining if "we got it right?" or "did we publish an inaccurate or wrong account?" (as cited in Creswell, 2013, p. 245). LeCompte and Goetz emphasized the criticisms levelled against the qualitative research method in the scientific world with regard to the perceived failure to comply with the canons of validity and reliability in the traditional

sense (as cited in Creswell, 2013). However, this criticism was debunked by Lincoln and Guba (as cited in Creswell, 2013, pp. 246-247) who argued that prolonged field engagement by the researchers, transparent methods, triangulation of data sources, and knowledgeable investigators contribute to establishing credibility. In this study, I reported accurately the findings of the study given that I was knowledgeable and exposure to research.

Ethical Procedures

In the course of this exploratory study, it became pertinent to consider all possible ethical issues that might play out and adequately plan how to address these issues.

Creswell (2013) posited that ethical issues in qualitative enquiry are multi-phased and exist in the works prior to carrying out the study, at the beginning of the inquiry, during data collection, during data analysis, in reporting, and in publishing the results of the study (p. 57). I provided clarification to all of the participants about the central theme of the study, the level of preparedness of schools in terms of classrooms, tables/desk and chairs, playground, toilet facilities, and adequacy of teaching and nonteaching staff in the schools. The adequacy of these variables became the yardstick for confirming the ability of the education sector to properly educate the expected increase in numbers of students/pupil that will return to school following full implementation of the child labor policy.

Assurances were made with respect to privacy and confidentiality with regard to participants' views, while avoiding excessive familiarity (going native) with the participants given that I hail from one of the local government areas of the study

population. I committed to objectivity throughout the duration of the research work, reporting interviews exactly the way they were conducted, without bias. Additionally, I made a commitment to make a 2-page summary of the findings of the study available to the participants.

Researcher's Bias

In this qualitative enquiry, I was mindful of the fact that any bias would affect the validity and reliability of research findings and the conclusions arrived from the study. The issue of bias arises because qualitative data must first go through the researcher's mind (being the primary instrument for data collection and analysis) before it is documented on paper (Creswell, 2013, pp. 57-58). I proactively upheld an open mind while designing and moderating the questions, the interview sessions, coding/analysis of data, and reporting the findings. Moreover, my personal knowledge and experience (Creswell, 2009, p. 3) as an indigene of one of the communities within Uruan LGA about child labor issues, and the dysfunctional education system in Nigeria in general and Uruan LGA in particular, did not introduce another level of bias in the study. I addressed this bias by not communicating my expectations to the selected participants in the course of the study.

Summary

This chapter provided a detailed explanation of the chosen research design adopted in the course of this study, which was an exploratory case study approach. The interview technique, observation, and document review were used as data collection instruments. A purposeful sampling method, which is a nonprobability sampling

technique, was used as the appropriate method for selecting the interview participants. The participants were selected from Uruan LGA of Akwa Ibom State, including officials of Akwa Ibom State Ministry of Education, principals/heads of schools, parents, and community leaders. These steps were considered appropriate to minimize biasedness, while upholding research qualities of credibility, transferability, dependability, and confirmability of the research findings. In Chapter 4, I present the results of the study.

Chapter 4: Results

Introduction

The purpose of this exploratory case study was to evaluate the level of preparedness of the education sector in Uruan LGA to implement the recently adopted policy on child labor in Nigeria. Uruan LGA is situated within the South-South geographical region of Nigeria and is comprised of a wholly distinct and identifiable people of Ibibio ethnic nationality. The problem of education sector preparedness to absorb children of school-going-age who quit all forms of child labor activities is monumental.

This study was exploratory in nature given that the policy was only recently adopted by the Nigerian government on September 11, 2013. The state of infrastructure, the disparity existing between the urban and rural infrastructure, the present structure of education system and how it impacted on students'/pupils' enrolment/drop-out rates, the strategies in place to enforce child labor policy, the geographical dispersion of educational facilities/schools within the population, the teacher-pupils ratio, and the form of training programs available for teachers all have significance/implications for educational sector preparedness and its ability to absorb children who quit child labor activities.

According to the theory of functionalism, "societies and individuals exist and work to sustain each other in an organic manner" (Ndem et al., 2012, p. 153); for as long as this remains the case, there is a balance. However, should any part of the organic society fail to perform its role or function in maintaining the existing equilibrium, the entire society will break down. An inability of a society to function well results in child

labor amongst other considerations. The society is no longer able to provide employment opportunities, incentive packages, or functional infrastructure. In the second theoretical anchor for this study, public access to infrastructure generates values for a given society. According to Frischmann (as cited in Akinwale, 2010, pp. 208-209), the provision of infrastructure is the responsibility of the state given their myriad of revenue sources (corporate income tax, state-owned resources, etc.). In this study, I evaluated the level of preparedness of the education sector in Uruan LGA of Akwa Ibom State to implement the child labor policy in Nigeria. Distinctive and open-minded contributions obtained from the teachers amongst the other participants during the interview sessions enhanced the final results of this study by providing an insider's knowledge and viewpoints that sensitize the true state of affairs in the education sector in Uruan LGA. This chapter includes insights into the setting of the study, the participants' demographics and characteristics relevant to the study, the data collection procedures, the data analysis process, evidence of trustworthiness, presentation of results, and the summary of the chapter.

Setting

Sequel to the approval granted by the IRB of Walden University for this study, Re: IRB No. 03-23-15-0326339, I contacted the prospective participants for the study via hand-delivered mail. Telephone also became handy to establish the availability of the study participants before embarking on any trip to the participant's location. For policy formulators (director of planning, ministry of education, Director of Education in Uyo LGA, as well as the Education Secretary of Uruan LGA), the interview sessions were

held in their respective offices on the earlier agreed dates. Participants responsible for policy implementation were contacted through letters of cooperation signed with the principals/heads of schools (acting as community partners) within the communities that I visited. The community partners identified and contacted the teachers, parents, and community leaders within the school community. This was made possible through the existing relationship between the principals/heads of schools and the parents/community leaders through their continuous interactions in the parents-teachers association (PTA) of each school.

The five communities within Uruan LGA where field work was conducted included Ibiaku Uruan and Mbiaya Uruan (Northern Uruan); Idu Uruan, Mbiakong Uruan, and Ifioyong Usuk Uruan (Central Uruan); and Ibiaku Ishiet Uruan (Southern Uruan). The interview sessions took place in the school premises as arranged by the various community research partners.

Demographics

Some of the participants were teachers; within the category of teaching staff were classroom teachers, assistant heads of schools, and school heads. Another set of participants were the parents and community leaders who were members of the school PTA. Retired civil servants and teachers who were involved in the education sector as teachers and heads of schools were also interviewed. They were deemed essential to this study because of the wealth of knowledge and experience that such persons possessed. The next set of participants was the civil servants in the ministry of education, ministry of

justice, and government parastatals. Furthermore, the community youth leader (Obong Mkparawa) brought the participants list to a close. Table 2 shows the participant groups.

Table 2

Participants Groups

| Participants | Number |
|---------------------------------------|--------|
| Ministry of Education | 2 |
| Education Secretary- Uruan LGA | 1 |
| State Universal Basic Education Board | 1 |
| Principals/Heads of Schools | 10 |
| Teachers | 10 |
| Parents | 3 |
| Community Leaders | 3 |

Data Collection

In this section, the procedure adopted for collecting data from the identified study participants was presented. Sequel to the approval granted by the IRB of Walden University for this study, appropriate contact was made with the prospective participants for the study via the medium of hand-delivered mail. Attached to the mail were the consent forms earlier approved by the IRB and the letters of invitation. This initial contact provided an opportunity for me to obtain the phone numbers of the various participants of the study. The reason for opting to deliver the mail by hand was to avoid undue delays in delivery and a situation of non-delivery. I had secured my annual vacation, thus had enough time on hand to travel to Uyo (the capital city of Akwa Ibom State) and Uruan LGA (unit of study) to personally deliver the mail and make appointments for the envisaged interviews. In this regard, mutually agreed dates for the interviews with the various participants were mentioned. A clear pattern emerged with

the teachers who agreed to participate on any given school day of my choice, mostly during break periods. Another set of respondents, the civil servants working in various ministries and related government parastatals, while not settling for an assumed date for the interviews insisted on being contacted by phone before granting their consent for the interviews. Another set of participants were the parents and community leaders, most of them retirees. This group, like the teachers, gave me a firm commitment to participate in the interviews mentioned on any date of my choice, having been contacted by the principals/heads of schools (acting as community research partners) within the respective school communities.

On the assumed interview dates, contact with the participants was made by phone to obtain their consent before embarking on the short trip from my hotel room in Uyo to the villages in Uruan LGA. I chose Uyo as an additional location for the interviews prompted by the presence of the government ministries and parastatals; however, Uruan was the benchmark for the analysis in this study. The participants for the study were thus selected from Uruan and Uyo based on their knowledge and experience of the issue under investigation, intentionally taking into account the participants' knowledge and experience of the issue being investigated.

Consequently, 30 participants were interviewed for this study. As a justification for the choice of 30 participants as the study sample size, Bertaux (as cited in Mason, 2010, p. 10) asserted that in a qualitative enquiry, 15 participants should be used as the minimum size of the sample. The participants for this study included teachers, heads of schools, the director in the ministry of education (Uyo), the SUBEB, a library director, a

retired school head, parents, corps members, Obong Mkpawara (head of community youths), and an inspector of schools.

The interviews yielded a rich array of responses. Unexpectedly, some of the questions produced convergent responses, while others yielded divergent responses. A particular culprit in the convergence matrix was the question on child labor. Another issue worthy of note was that the civil servants, being government employees, rose to the defense of the government whenever the occasion demanded. The interview questions were open-ended and semistructured with a list of already prepared questions used to conduct the interviews. In some cases, follow-up questions were asked to elicit further responses and clarifications from the respondents. The English language was used as the medium of communication during the interviews despite my knowledge of the local Ibibio dialect widely spoken in the study area. A tape recorder was used during the interview sessions, and all of the transcriptions were done verbatim as suggested by McLellan, MacQueen and Niedig (2003) who explained the importance of using standardized protocols for transcriptions (pp. 65-70).

In the course of the journeyed from Bonny Island, Rivers State (my home and work location) to the hotel room at Uyo, Akwa Ibom State, my reflective journal came in handy, and I jotted down all of my observations. After I crossed the border from Rivers State into Akwa Ibom State, the initial striking observation was the absence of school children loitering on the streets during school hours, and this continued in every town/village traversed till arriving at Uyo and later Uruan for the interviews.

Worthy of note was the influence of the Catholic Church in setting up early mission schools in this study environment. In Port Harcourt, the capital city of Rivers State, it is a common to witness school pupils loitering about in uniform during school hours (despite the enormous renovation work in their schools) compared to Akwa Ibom State where no school pupils were seen outside the school compounds. Indeed, this was a culture shock for me. The serenity of the school environments, the pupils/students orderliness, and organization during school hours left a lasting impression on me and will continue to do so for a long period of time.

Data Analysis

Coding of Data

In this section, evidence from excerpts of interviews held with the participants is presented, as well as information on how these data were coded, analyzed, and interpreted in the study. The analysis of data obtained during the fieldwork followed the works of Burg (as cited in Janesick, 2011, pp. 265- 278). The transcripts were examined for meaning units, which were in turn imputed into the Nvivo software as codes. The emergent codes were imputed into the Nvivo software in order to ascertain “if anything else would come of it” as suggested by Slotnick (cited in Janesick, 2011, p. 180). Consequently, coding of the individual interview transcripts with a view to extracting useful meanings from the information gleaned from the participants during the interview sessions was carried out. In the process, necessary reference was made to the observations earlier recorded in my reflective journal.

The comparison of ideas emerging from the transcripts of the various interviews conducted did facilitate the process of coding themes that appeared for consideration. For simplicity, a code for each of the participants beginning from P.1 (Participant 1) to P.30 (Participant 30) were assign, given that the participants were 30 in number. With this task achieved, I was convinced that a demonstration of transparency in the process of data analysis was achieved as outlined by Anfara, Brown, and Mangione (2002) in order to avoid the criticisms of the nondisclosure of methods employed and to provide legitimacy to the study results (Bazeley, 2013). Table 3 shows some excerpts from the participant interviews.

Table 3

Excerpts of Interview and the Coding Process

| P1 Response to Question on Infrastructure | Codes Distilled from Particular Response. |
|---|--|
| Well, as you can see for yourself (coughing), I don't really have much to say, but all I can tell you is that the state of school infrastructure is poor; nothing really to write home about. You can see for yourself that the classrooms are over-crowded, the roofs are leaking and some are out-rightly empty due to lack of tables and chairs. No renovation work has been carried out in this school in the last five years (interrupting). | <ul style="list-style-type: none"> • Neglect of existing infrastructure leading to crowdedness and leaking roofs • Lack of provision of basic facilities like chairs and tables • Failure to carry out renovation work • Poor response from Ministry of Education <p>Poor State of Infrastructure</p> |

Table 3 showed the resulting codes obtained from excerpts of the interview transcripts. The same process of coding was carried out for all of the responses to each of

the interview questions provided by the 30 participants, where it became possible to draw a code based on the idea expressed. This process yielded an enormous array of codes (see Appendix E). Confronted by this dilemma, it became necessary to categorize and group similar responses into a common code; the product of this decision, presented in Appendix F, demonstrated the emergent codes obtained through grouping and categorizing similar themes obtained from the individual interview excerpts from P.1-P.30. This process of comparison and categorization of emergent codes ensured that I was able to manage and make sense of the vast array of coded ideas drawn from the individual interview transcript section of this study.

For purposes of clarity, all of the participants were asked the same set of questions in the course of interviews. Participants' responses in some cases elicited more probing or searching questions that enabled me to clarify, understand, communicate, and relate better with the respondents during the interview process. The questions that were posed to the participants covered all areas expressed in the research questions. The questions sought to ascertain the following:

- The present state of infrastructure in public schools in Uruan LGA
- Existence of any form of disparity between school infrastructure in urban and rural communities
- The present educational system and how it influences students/pupils dropout rate
- The strategies in place to enforce child labor policy
- The geographical dispersion of educational facilities in Uruan LGA

- The teacher-pupils ratio
- The types of training programs for school staff and teachers

To address the research questions for this study adequately, I confronted these questions with empirical data emanating from the emergent themes and from ideas contained in my reflective journal. The recurring themes represented the findings on the Nigerian Policy on child labor and the problem of education sector preparedness for effective policy implementation. Next, a close examination was done of these recurring themes to understand their significance, meaning, and what they represented for this study.

Emergent Themes

The seven emergent themes derived from the excerpts of the interview transcripts, which directly addressed the research questions, for this study included

- Poor infrastructure (PIF)
- Urban bias in school infrastructure (UBI)
- Low drop-out rate (LDR)
- Enforcement strategies (EFS)
- Even dispersion of schools (EDS)
- Insufficient number of teachers (INT)
- Dearth of Manpower Development (DMD)

Ancillary Themes

Apart from the emergent themes above, five other themes, hereinafter referred to as ancillary themes, were also drawn from the interview transcripts. Although these

ancillary themes do not directly address the research questions, they are worthy of note to mention given their tangential nature to this study. They included

- Bureaucracy or red-tapism in governance (BUR)
- Lack of proper funding for schools (LPF)
- Poverty (POV)
- Societal change (SOC)
- Social responsibility (SOR)

These themes address the problems impeding the preparedness of the education sector in Uruan LGA to implement the child labor policy in Nigeria. The themes also highlighted positive developments in the education sector of Uruan LGA and the accompanying societal change that was observable in Uruan LGA of Akwa Ibom State.

In the analysis of data, I revealed seven themes that exerted a negative effect on education sector preparedness to fully implement the child labor policy. Such themes included

- BUR
- LPF
- PIF
- POV
- INT
- UBI
- DMD

Three of the remaining themes highlighted positive developments in the education sector in Uruan LGA, including

- EDS
- LDR
- EFS

The remaining two themes spoke to the accompanying societal change that is manifesting in Uruan as a by-product of government policy. The themes in question were

- Society change (SOC)
- Social responsibility (SOR)

The 12 themes identified above provided an explanation on the preparedness or otherwise of the education sector vis-à-vis the impending full implementation of the child labor policy. The themes provided evidence on what little gains have been recorded in the education sector within the population. Specific reference was made on the high enrollment rates of pupils/students in schools at Uruan LGA and the acknowledged even dispersion of schools in Uruan LGA. The positive changes made through the government policy of free and compulsory education and the recently introduced child labor policy were encouraging. However, the direct implication of the accompanying themes of SOC and SOR represented pointers to the failure of the government to live up to its responsibilities by performing its functions in the education sector.

Relating this outcome to the literature review, functionalists pointed to the failure in a society when a particular unit (individuals, family, and government) of the society fail to perform its roles or functions. The failure of government to provide the much

needed infrastructural facilities in the education sector reinforced the relevance of infrastructure theory as a key component of the theoretical framework for this study.

Evidence of Trustworthiness

In the course of this study, I was mindful the quartet of credibility, transferability, dependability, and confirmability. These concepts define the issues of trustworthiness in a qualitative enquiry. To ensure the implementation of the credibility strategies as earlier stated in Chapter 3 of this work, the interview sessions with participants were recorded with the use of audio tape recorder. I interacted informally with the participants to confirm accuracy during data collection. I also made a summary of the discussion for all of the participants of the interviews to confirm the accuracy of presentation. Concerning transferability, I ensured that the recording was precise and accurate, as well as ensured that knowledgeable participants were interviewed in the course of the study.

To establish dependability, I maintained a field log while using a reflective journal to maintain a log of dates, time, places, persons, and activities. I was the only person with access to informants and the data set collected throughout the duration of the study. Likewise, to establish confirmability, I engaged in member checking (i.e., informally interacting with the participants to confirm accuracy during data collection).

Results

The results of the study are summarized in Table 4 and Figure 1 below.

Table 4

Frequency Table on Participants' Views of the Main Research Questions

| Emergent Themes | Frequency |
|-------------------------------------|-----------|
| Number of Participants | 30 |
| Poor Infrastructure | 26 |
| Urban Bias in School Infrastructure | 27 |
| Low Drop Out Rate in School | 26 |
| Enforcement Strategies | 25 |
| Even Dispersion of Schools | 30 |
| Insufficient Number of Teachers | 29 |
| Death of Manpower Development | 27 |

Table 4 and Figure 1 demonstrated that a majority of the participants were of the view that poor infrastructure, wide disparity between urban and rural school infrastructure, and high teacher-pupil ratio accentuated the problem of education sector preparedness to implement the child labor policy in Uruan LGA of Akwa Ibom state of Nigeria. Similarly, the ascribed low student drop-out rate, acknowledged strategies to enhance child labor policy, the even dispersion of schools, and the recourse to training programs available to teachers in schools in Uruan LGA, which otherwise would be considered as positive developments, do not actually amount to such, especially, when viewed from the perspective of accentuating education sector preparedness in the absence of good infrastructure in schools and the dearth of enough qualified teachers in those schools in Uruan LGA.

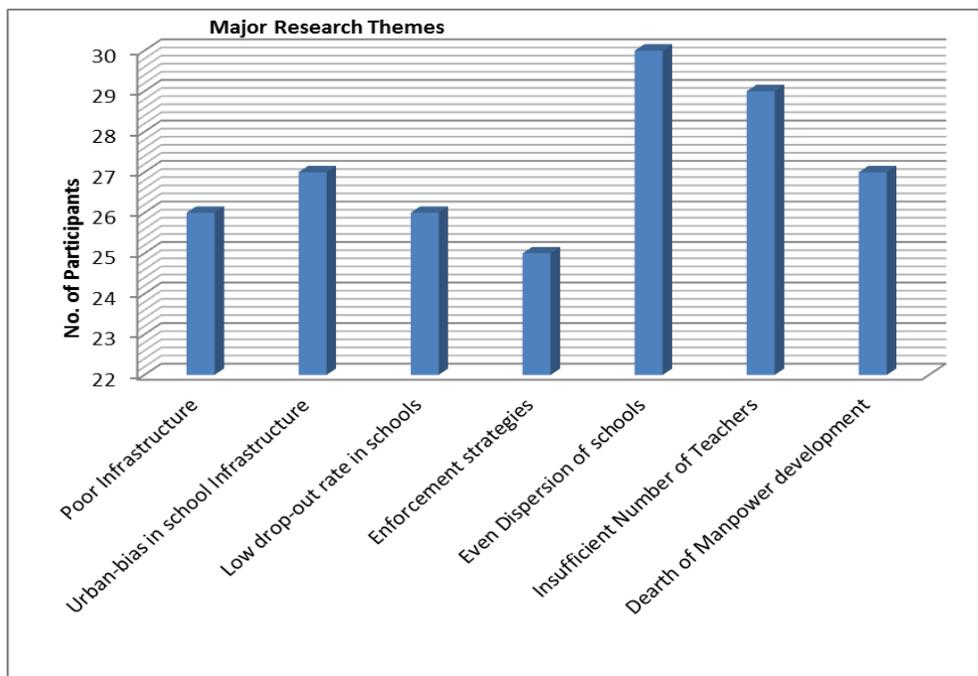


Figure 1. Participants' views of key research questions

Poor Infrastructure

The poor state of infrastructure in most schools in Uruan LGA was attested to by 26 (87%) of the 30 participants for this study as a drag on education sector preparedness to implement the child labor policy in Uruan LGA of Akwa Ibom state in Nigeria as illustrated in Figure 2 below.

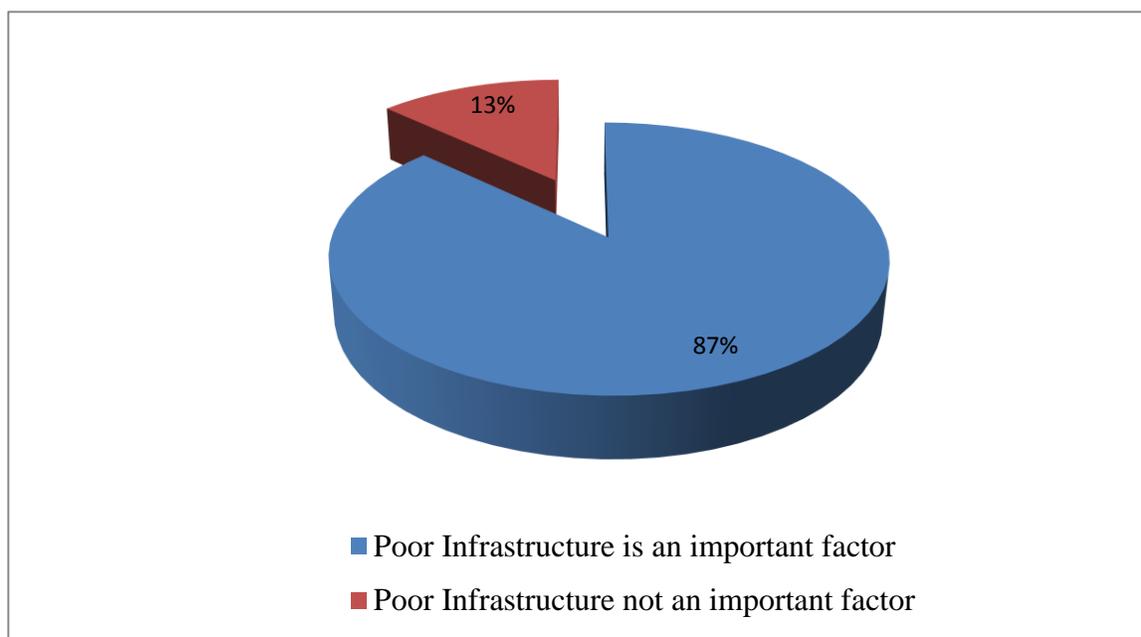


Figure 2. Participants' views of the state of infrastructure in schools

In the course of the interviews, most of the participants emphasized the key role of good infrastructural facilities in facilitating education sector preparedness in implementing the child labor policy as well as providing a conducive atmosphere for learning. To buttress this point further, P25 noted

Let us start from the school building. If you go round you will see that most of the buildings, they are not favorable to the academics of the children. At least, I have written to government that we don't have the infrastructure that will help the children to have successful learning because of the free education that is being implemented in the state.

A comparison of the past and present condition of schools arose in the course of discussions with the participants. Most of the participants affirmed that in times past schools were kept in better conditions than hitherto. According to P19,

The condition of schools in the state is not what it used to be a few years back. I just don't know what is happening to our school system. I was discussing with one of the principals the other day; what he told me shocked me. To the extent that students have to be combined in some classes. Not enough chairs and tables. Roofs are leaking, no money to repair them. It is pitiable.

Similarly, P6 also lamented the present state of infrastructure in schools at Uruan. The participant stated that

Each time I visit the school where my children are enrolled I feel sorry for the present state of infrastructure there. And mark you; it is not only in my children's school that I notice this decay but in other schools too. As a parent myself I also discuss with other parents and our discussions mostly Centre on the poor state of infrastructure in these schools.

In the course of the interviews, I observed the dilapidated school structures, particularly in the rural areas in Uruan LGA. Some of the schools, in the words P1, "have leaking roofs, overcrowded and some are out rightly empty." Further discussions with participants pointed to bureaucracy or red-tapism and a lack of proper funding of schools as contributory factors to the poor state of infrastructure in the various schools located at Uruan. These two, bureaucracy and a lack of proper funding, resulted as additional themes that arose in the course of this study. Although not covered under the umbrella of the research questions, they were considered vital enough to be mentioned in this study.

Additional information obtained from the participants pointed to the burden on the limited resources of the state concerning implementing the free and compulsory

education policy of government. This increased recurrent expenditure with concomitant reduction of capital expenditure in the education sector. This was manifested in the form of a lack of proper funding of schools and the associated bureaucracy in attending to genuine requests for intervention in school maintenance, which resulted in an overarching theme of poor infrastructure and acted as a barrier to education sector preparedness to implement the child labor policy. One indicators of the education sector's preparedness is the availability of adequate infrastructural facilities in terms of school buildings to accommodate classrooms, chairs, tables, writing boards, as well as play grounds in schools. This was lacking from evidence obtained during the fieldwork.

Interactions with the participants at Uruan LGA and the visit to the various schools exposed the poor state of infrastructure in most of the schools visited. I witnessed students seating on the bare floor in overcrowded classrooms. I witnessed classrooms with completely blown out roofs, abandoned classrooms overgrown with weeds, a lack of good toilet facilities for pupils, a lack of pipe-borne water in the various school, and a limited number of chairs and tables leading to congestion in seating arrangements. Additional information made available to me pointed to the efforts of individuals and the PTA of some of these schools in Uruan to salvage the deteriorating state of infrastructure in these schools. In one instance, the family of the late teacher, Effiong Udo Ekong, built, furnished, and equipped a block of library building and donated it to the primary school at Ibiaku Uruan. This information was obtained from P25 who took me on a tour of the library. The poor state of infrastructure occasioned by a lack of proper funding itself was an associated theme that emerged in the course of the interview sessions with the

participants; a lack of funding was also manifested in the area of a lack of working tools or materials for the teachers like a shortage of chalks, dusters, and failure to darken blackboards as at when due.

Some teachers had to purchase chalks with their limited income and buy the local dye to darken blackboards in addition to other ancillary costs borne by them, which demonstrated ill education sector preparedness in Uruan. The preoccupation with checking/monitoring only the teachers by the education inspectors, who periodically visited these schools on inspection duties, amounted to a one-sided approach to the issue of education sector preparedness to implement the child labor policy in Uruan LGA. As P27 stated,

What you have seen, see us here. Hmm, this is the assembly hall, look at it and that area is close to five (5) years now. This is my first station. They (Inspectors) come in here to check teacher's notes, diary, register, but what about the environment of the teacher? Do I have a staff room? That is my lab as the chemistry teacher. How is it I am struggling with lizards, wall gecko etc.?

The above testimony P.27 was a sharp contrast to the minority views expressed by four other participants during the interview sessions. These participants were civil servants working in the ministries and allied parastatals of government in Uyo, the Akwa Ibom state capital. These participants did not see anything wrong with the state of infrastructure in public schools in Uruan LGA. Because they were senior government employees, these participants opted for sycophancy.

Urban Bias in School Infrastructure

The disparity existing between urban and rural school infrastructure also emerged as a theme from the interview sessions with the participants. The data relating to the theme showed that 29 (97%) of the respondents affirmed that there was an existing disparity between the provision of infrastructure in the urban and rural schools as illustrated in Figure 3 below.

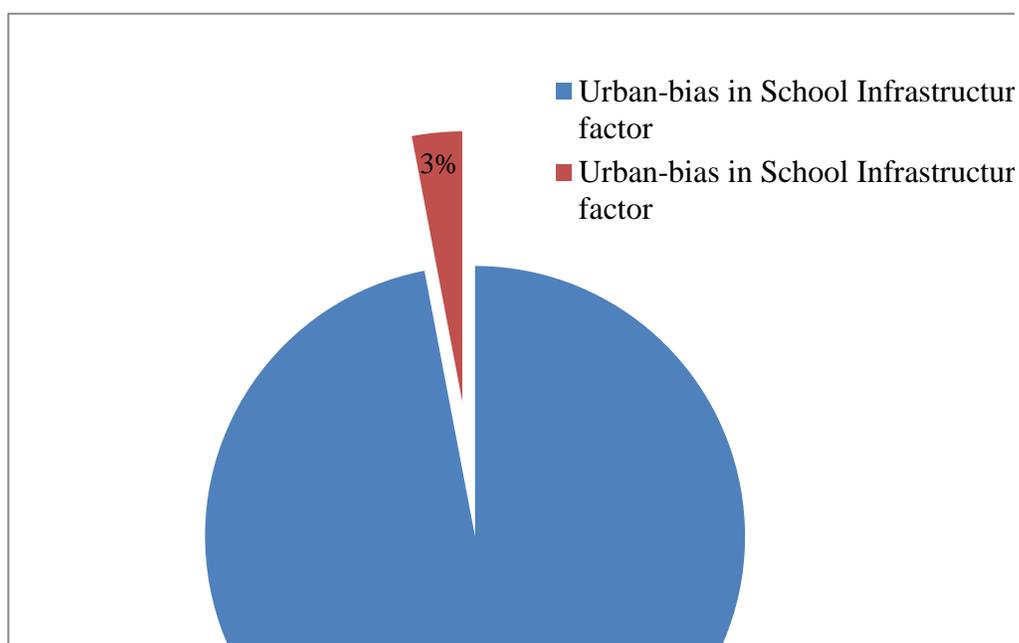


Figure 3. Participants' views on urban bias in school infrastructure

From the data derived in this study, this disparity was acute. Participant P5 declared,

As we (Inspectors) visit all the schools from time to time, we notice that in most of the schools in the rural areas there are a lot of dilapidated structures like leaking roofs, abandoned classrooms overgrown by weeds and out of use, broken

down chairs and tables and even in some cases students have to provide their own chairs and tables.

The state of affairs in the rural areas was in sharp contrast to what I experienced in the urban areas. In these metropolitan environments, most schools were found to be in good condition and were working better than those in the rural areas. The provision of modern toilet facilities and pipe-borne water accentuated the disparity between urban and rural school infrastructure. P5 stated,

Do you believe that in most schools in the rural areas there is hardly any pipe borne water installed for students' use? Even where they have pipe borne water, they are broken down and non-functional. There are no modern toilets; instead, you still have deep pit latrines for both boys and girls. You can imagine that the hygiene level as a matter of fact is poor.

Other accompanying working materials were regularly supplied to teachers in the urban areas than in the rural areas. When teachers buy their own chalks to supplement the ones supplied to them did not augur well for education sector preparedness in Uruan LGA. Participant P25 provided noted that "We buy our chalks" and with regard to redarkening the black boards, this also falls on the teachers "who buy this ehmm charcoal, natural charcoal to blacken the boards" (P25).

The existence of urban bias in the provision of school infrastructure is common in Nigeria because urban areas are the centers of economic activities. Nigerians have tended to accept this fact as P3 stated the following: "Uruan is a rural area, so you cannot compare it to Uyo, the state capital." The pervasive feeling of resignation to fate as does

appear from the study data was echoed by P20:”It is really surprising to me, that the buildings we used as students many years ago are what our children still use without much improvement on these old structures.” Within Uruan LGA, the “interior part of Uruan; the side that you cross water; government presence in terms of provision of school infrastructure is not felt so much” (P23).

In the Nigerian context, the local government headquarters, itself a minicapital, appropriated the “lion share” of infrastructure. Thus, the interior parts of Uruan LGA harbored schools that were in worse conditions than the ones cited in the villages and towns within the vicinity of the local government headquarters. Apart from the dichotomy within the urban and rural areas, there existed also a secondary dichotomy even within the rural areas itself. This double-barreled dichotomy between urban and rural, as well as between rural and rural, placed the interior parts of the local government in jeopardy. Accordingly, schools in the “interior part of Uruan; the side that you cross water, do not experience any form of government presence” (P23).

Low Dropout Rate

The dropout rate of students/pupils was another theme that emerged in the course of this study. Students’/pupils’ dropout rate was a product of a host of factors. These included a lack of school infrastructure, a lack of teachers, the prevalence of child labor, a general lack of interest in education by pupils, and malfunctioning of households. According to the data emanating from this study relating to student dropout rate, 26 (87%) out of the 30 participants noted the low dropout rate of students/pupils as illustrated in Figure 4 below.

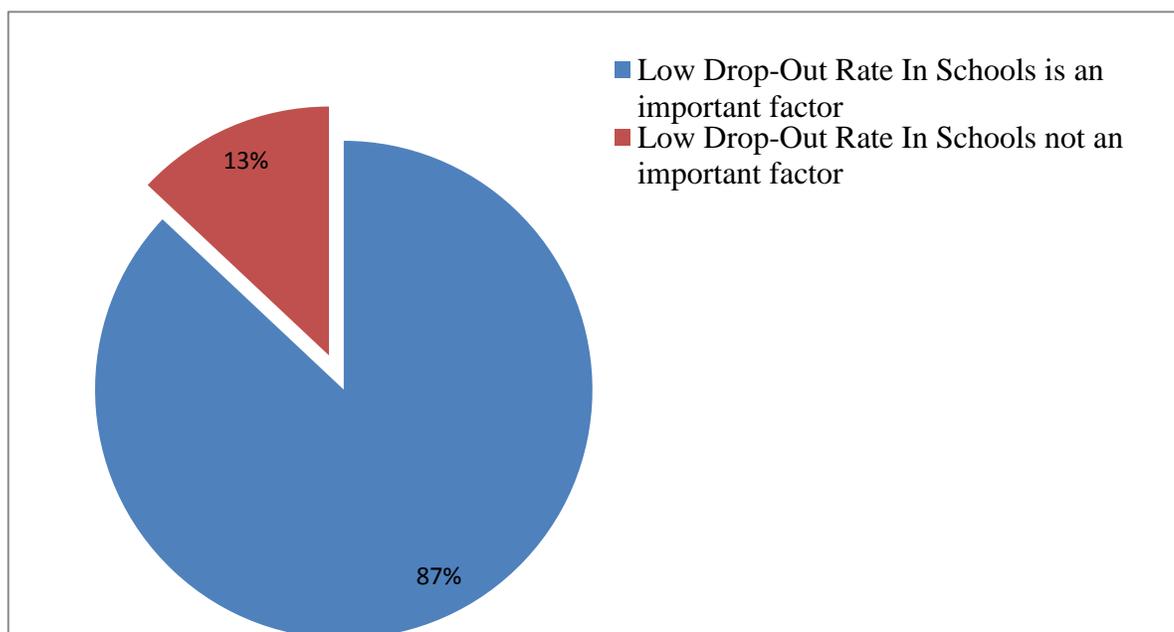


Figure 4. Participants' views about school dropout rates in Uruan LGA

On the contrary, only four of the participants attested to evidence of the dropout rate of students/ pupils, especially in the interior/riverine areas of Uruan LGA of Akwa Ibom State in Nigeria. P23 emphasized that

In the rural areas, we still have children going to the farm to help their parents while they are supposed to be in the school... also, we still have children doing one thing or the other while during school hours.

The Akwa Ibom state task force on compulsory education does not function in the riverine areas of Akwa Ibom State, especially in the interior/riverine areas “where you have to cross water” (P23). This assertion provided confirmation that the interior villages still witnessed students dropping out of school due to a lack of government ability to enforce the child labor policy in these areas despite the free and compulsory education

policy of Akwa Ibom State government. In addition, it was mentioned that a lack of teachers was also a contributory factor to students' dropout rate. To further buttress this point, P23 maintained that

Ah, for the qualified teachers well, regrettably too, we don't have many qualified teachers in the rural areas you know the educated ones would love to stay in the urban areas where they have modern facilities to enjoy. Leaving the rural areas to suffer mostly in Uruan where you cross water and where you don't have good access roads.

Referring to the same issue of a lack of teachers and student dropout rates, P25 stated that

Most of them (children) they are at home, because I used to ask when I get into the class say where is this/ ehh, they say they are at home. We warned parents; about three (3) of them. When I called them and interviewed them said no! You see, the children when they come to school there is no teacher to teach them. It is a problem.

Additionally, a general lack of interest in education by some students/pupils was another contributory factor to students' drop-out rate in schools at Uruan. According to P.25, some of these students "cherish independence." The lure of earning quick money with the associated freedom did turn students away from school to the abattoir where they hoped to make quick money as some of the participants pointed out. P.25 and P.26 cited particular instances where these students actually dropped out of school to engage in selling meat at the abattoir. P.25 recalled a moment of altercation with some of these students:

Like the ones I used to see on the road because at times I will stop by in coming to school and see those small children- where are you going to, they say they are going to slaughter (Abattoir). That they go there to sell meat. When those people cut the meat that they will give them, they will just go around, rally around and sell the meat. Why don't you come back to school? They say they will come they don't have money too. That they don't have uniform, they don't have books.

P.26 also confirmed this information: "although students come to school. But some of them drop out and join the people at slaughter to start selling meat there. Go there and see for yourself." Accordingly, P.26 stated that "we, I mean the teachers are trying as much as they can; but I must tell you that the students are not serious."

Students, especially the younger generation, have caught the bug of social media (Facebook, WhatsApp, and other interactive social media found on the Internet). These represented another source of distraction for pupils/ students as my interaction with the study participants and observation of the overall interactions of the students showed at the initial stages of familiarization with the environment for the purpose of obtaining letters of cooperation. It was commonplace to see students in groups browsing the Internet on their phones instead of reading their books.

Enforcement Strategies

Figure 5 presents the participants' views of the enforcement strategies to combat child labor.

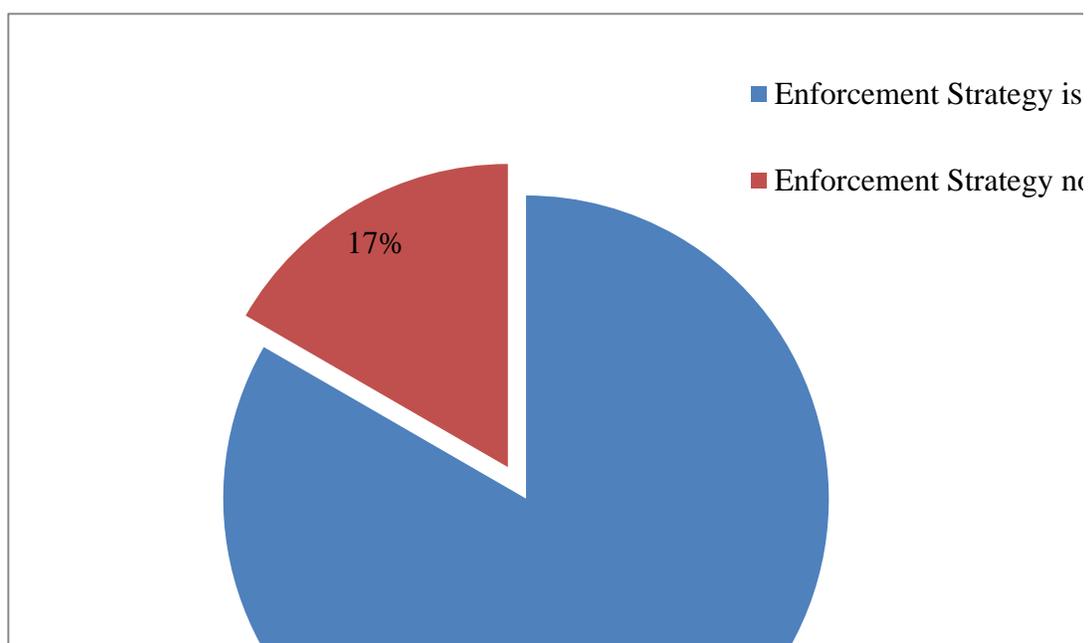


Figure 5. Participants' views of enforcement strategies to combat child labor

Strategies to enforce child labor policy not only in Uruan LGA, but also in the whole of Akwa Ibom state, was intended to drive children back to school, especially out-of-school children. Faced with this scenario, P.6 stated that the present state of infrastructure in the educational sector was not adequate to support the full implementation of the child labor policy: “To me I would say no, it will not support it. Presently, as you can see, we still we have poor classroom condition. The atmosphere is not encouraging.”

P26 affirmed that the strategies to curb child labor practices may accentuate the problem of education sector preparedness through exerting pressure on the existing and already out-stretched facilities in most of these schools in Uruan LGA. As deduced from the data from this study, child labor can be considered a worldwide phenomenon, thriving

on societal poverty. All of the study participants stressed the influence of poverty on child labor activities or practices. P27 stated that

For me, when the government is saying it is fighting child labor. That is, what does, okay, what facilitates this child labor? Is what do I call it? Do I call it poverty from the home front? Is the government willing to settle the poverty level, so that I as a father who is not highly educated, can conveniently take care of this one, minding his school age? It is a very complex topic oh; I don't know how you picture it.

The popular refrain in Akwa Ibom State, especially in Uruan LGA, is that there is no more child labor in this area/state. This idea became a pervasive refrain coming from most of the participants in this study. But when I probed further, it became clear that the participants either automatically equated the enactment of the Akwa Ibom state child Rights Act to the demise of child labor in the society. This ought not to be so, given that the enactment of the law does not equate to full compliance with the law. While there was evidence that the child labor policy is already driving out-of-school children back to school in Uruan LGA, it was not known what happened after school hours. From the study data, there was ample evidence that after school hours, child labor began to thrive again in the various communities that make up Uruan. The sanctity of school hours was highly respected within the communities that make up Uruan LGA. As P.1 put it

Child labor? No, it doesn't exist here anymore. As you were coming if you noticed very well, did you see any child outside during school hours? Maybe after

school they may go and help their parents at home, in the farm or market to sell something but not during school hours.

However, in the most interior parts of Uruan, the situation was entirely different as child labor thrived even during school hours. P23, while reacting to a question on the prevalence of child labor activities during school hours, affirmed that

Yes, we still have those kind of children not in the urban areas (striking the table with a hand fan for emphasis) but in the rural areas. We still have children going to the farm to help their parents while they are supposed to be in the school. We still have children doing one thing or the other while during school hours.

Strategies to curb child labor and enforce the policy in Akwa Ibom state, especially Uruan, include the enactment of Akwa Ibom state Child Rights Act, establishment of a task force on compulsory education, arrest by the police of erring pupils and parents, imposition of fine to parents as deterrent, and free education policy.

The task force on compulsory education is acknowledged to be more active in the urban areas than in the rural areas. This has forced parents in the urban areas to ensure that their wards comply with the child rights Act. When children who ought to be in school are arrested outside the school and during school hours, they are taken to the police station, followed by an arrest of their parents by the police. The parents will be required to pay a stipulated amount of money before their children can be released, so in the urban areas, the parents are trying, but in the rural areas the parents have lukewarm attitude towards this area (P23).

The imposition of fines came up in the discussion with some of the participants. For example, P1 and P2 testified that “Any child found outside after school hours is apprehended and the parents sanctioned to pay a fine. They have here in Uruan what is called the Obong Mkpawo (Youth Leader).”

In some cases, the child in question was escorted back to the school premises and handed over to the school authorities for appropriate punishment or disciplinary action. The introduction of the free and compulsory education policy by the government of Obong Godswill Akpabio (Governor of Akwa Ibom State) was a welcome development in Uruan LGA as a strategy to combat child labor. All of the study participants acknowledged that the free and compulsory education policy succeeded in ensuring high student enrolment rate in most of the schools in Uruan LGA. Thus, on average, child labor activities still existed in Uruan LGA, but were carried out after school hours in most of the communities in Uruan LGA as attested to by the study participants.

Even Dispersion of Schools

The mode of the dispersion of schools in Uruan LGA was considered as an indicator of the level of preparedness of the education sector in facilitating the implementation of the recently adopted child labor policy. To this extent, I obtained the requisite information from the participants during the interview sessions on the level of the dispersion of schools in Uruan. All the study participants 30 (100%) agreed that schools in Uruan LGA are well dispersed within the communities that make up Uruan LGA, as illustrated in Figure 6.

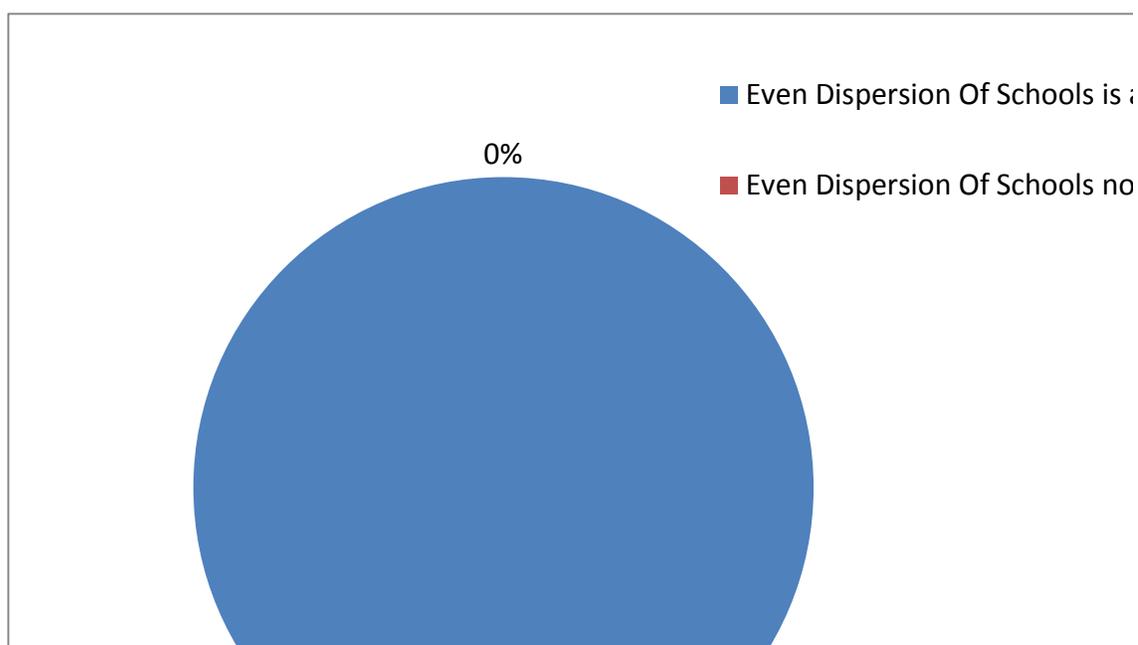


Figure 6. Participant views on even dispersion of schools as a factor determining the education sector preparedness in implementing the child labor policy

Instances of proximate locations of schools in such a manner as to reduce the shuttle time and facilitate accessibility were identified by most of the participants. For instance, P26 noted that “The schools are available at location that is convenient for the surrounding villages. This is to make it easily accessible to the students from the various villages to attend school easily.”

The public access to these schools was real, as there was no evidence of discrimination or state of origin bias in pupil enrollment in these schools. As P4 noted, “They (schools) are accessible to the public. Whether indigene or non-indigene. You can enroll your child in any of the schools without hindrance.” Furthermore, public access to schools in Uruan LGA signified something good for education sector preparedness.

Incidentally, the study data as the themes demonstrated showed a poorly maintained infrastructure in schools and a dearth of teachers in most of the schools in Uruan LGA.

Insufficient Number of Teachers

The teacher-pupil ratio in any academic institution is an indicator of the academic health of the school. I probed to ascertain what the teacher-pupil ratio in the various schools in Uruan LGA was like. I found that 29 (97%) of the 30 participants agreed that the teacher-pupil ratio was indeed high as illustrated in Figure 7 below.

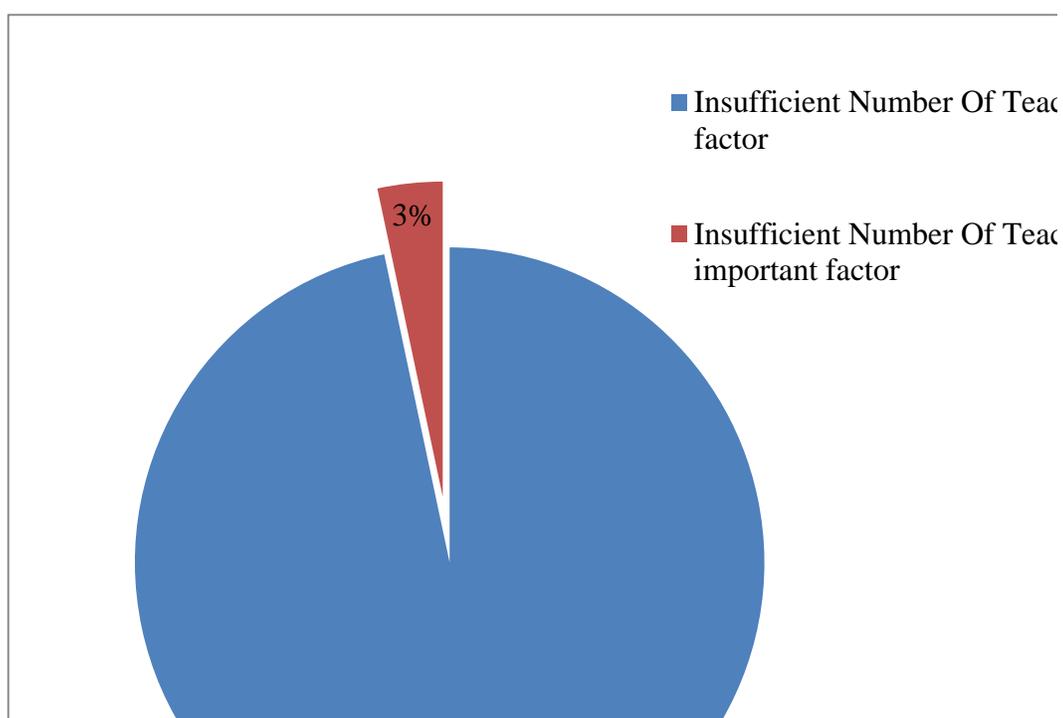


Figure 7. Participants' views on insufficient number of teachers as a factor determining the education sector preparedness to implement the child labor policy

During the interview sessions and in private discussions, all my information at confirmed a shortfall in the number of qualified teachers in most of the schools visited within the study area, particularly in the primary schools in riverine areas. In one of the

schools visited, a high ranking educationist, P25, exposed the severity of the situation: “I have 841 pupils in this school; meanwhile I have only 8 teachers.”

Most teachers preferred to work in Uyo, the state capital, than in the rural areas of the state such as Uruan. Addressing this issue of preference for the urban areas by the teachers, P14 disclosed that

We have qualified teachers but when they transfer them from Uyo down here, they work their way back to Uyo, the state capital. So we make do with the few qualified ones that are willing to sacrifice and stay with us here in the village.

Similarly, P15 affirmed that “We have qualified teachers but they are not enough. If not for the corpsers (National Youth Service Corps Members) I don’t know how we would have coped.” The National Youth Service Corps scheme established in 1973 under the General Yakubu Gowon (the military head of state) has over the years served as a ready source of supply of graduates to primary and secondary schools, but mostly to the latter in Nigeria. It has helped to bridge the gap and cushioned the effect of a lack of qualified teachers to teach in mostly rural areas of Nigeria.

The problem of high teacher-pupil ratio as understood in the course of the interview sessions in some cases led to the withdrawal of pupils by their parents. P25 revealed to me “Most of the children are still outside because when the parents bring them, they don’t find the teachers to teach their children. They now take these children out, maybe like this mushroom nursery schools they take them there.” A lack of qualified teachers leads to a high teacher-pupil ratio, accentuating child labor practices and the problem of education sector preparedness in Uruan LGA of Akwa Ibom State in Nigeria.

Apart from the problem of a high teacher–pupil ratio, the few available teachers did not enjoy regular payment of incentive packages like leave allowances or car loans. Many of the study participants bemoaned the fate of teachers with respect to perennial neglect in the payment of leave allowances and other motivational/ incentive packages. P10 declared,

We have a lot of arrears to be paid in the area of leave allowances. Before we were given bicycle loans, then motorcycle loan, but now cars are very expensive”.

In a situation such as this, disaffection and complaint becomes the order of the day. P12 noted “I see them (teachers) every day and it is one complaint or the other.

Moreover, a lack of motivation was apparent in the voices of the teachers in my interactions with most of them. Traditionally, the Nigerian system had considered that “teachers reward is in heaven.” It became a popular refrain within the Nigerian polity until date. That mentality caused the periodic strike actions by the National Union of Teachers (NUT) demanding better pay and welfare package for its members and better infrastructure in the schools. However, like the study participants confided in me, the era of teachers’ reward being confined to the heavenly has gone for good. These became ominous signs in the air, limiting the education sector in Uruan LGA.

According to the study data, the teacher-pupil ratio could not support the increase in student enrollment rate in the various schools in Uruan LGA that blossomed on account of the free and compulsory education policy of the administration of Governor Godswill Akpabio, the Executive Governor of Akwa Ibom state in Nigeria. P25 stated

that “when parents bring these children to school and notice the lack of teachers in these schools they (parents) take them back home to enroll them in mushroom nursery schools” did not portend any good for sustained high enrollment rate of pupils in these schools at Uruan LGA. Ordinarily, a high enrollment rate of students should elicit the necessary satisfaction with the child labor policy as well as the free and compulsory education policy. Nevertheless, the absence of enough qualified teachers to teach these pupils worsened the problem of education sector preparedness in the context of the implementation of the child labor policy. The child labor policy and the free education policy forced pupils/students back to school in large numbers. The pupils had responded to this government stimulus; however, there were not enough teachers to teach these students.

Dearth of Manpower Development

The last major theme related to teaching staff in the various schools located within the study population. The study participants affirmed that annual training programs in the form of seminars/workshops were conducted to update the skills of teachers in the schools visited, summed up in Figure 8 below.

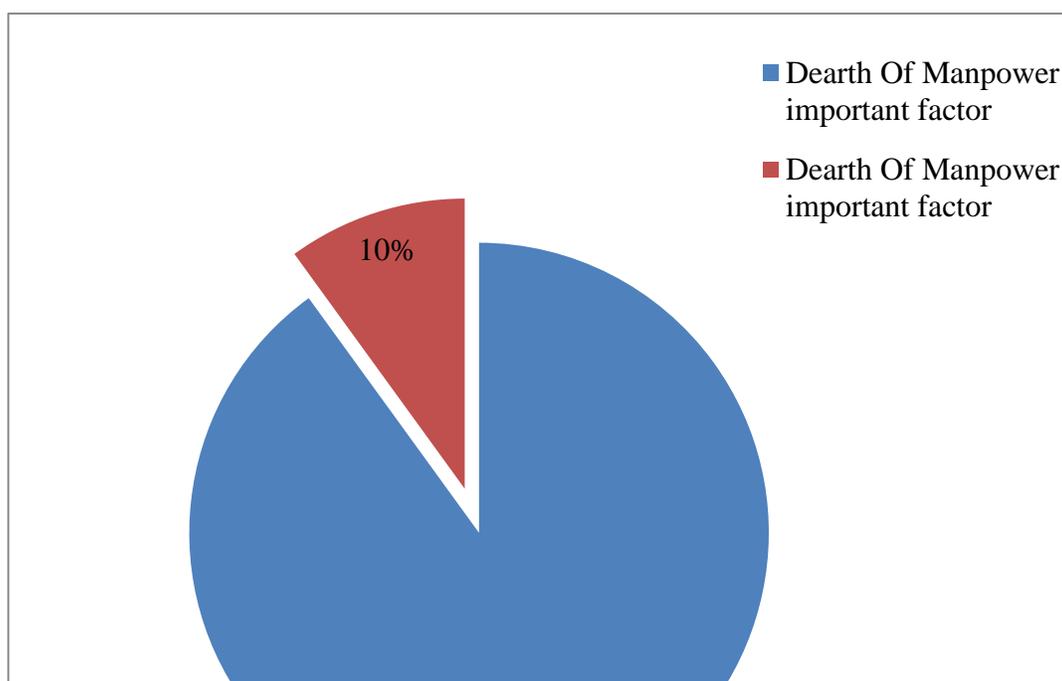


Figure 8. Participants' views about human power development of teachers in schools

On such occasions, teachers were also encouraged to seek higher qualifications in their various disciplines by way of part-time programs. P23 and P25 captured the essence of these training programs:

Nothing can replace knowledge. Training of teachers is very, very important. The ones selected to attend these courses or seminars, when they return, you as their boss will definitely notice a marked improvement in their training skills and on the job performance. (P23)

Similarly, P25 intoned

When I was first nominated to attend one of these seminars a few years back, I was a bit skeptical yet excited. After the seminar I realized that I have learnt a whole new set of ways to approach my teaching and interaction with the students/pupils.

Based on the testimony from these participants, these training programs should have been organized in such a manner as to accommodate all the teaching staff in these institutions. The present system of selecting just a few teachers per school to attend these seminars or training programs was not good enough. Relying on the select few who attended these courses to impart the knowledge gained from these seminars to other teachers who were not so fortunate to attend was equally not good enough. Information received verbatim from the trainers would be a lot more reliable than the second hand information handed down to the rest of the teaching staff.

Ancillary Themes Drawn From Interview Excerpts

In the previous section of this study, discussions of the major themes emanating from the interview transcripts were made. These major themes related to the study's research questions. The extensive interview sessions, observations, and information obtained from my reflective journal pointed to the following ancillary themes that were directly tangential or derivable from this study: BUR, LPF, POV, SOC, and SOR.

Bureaucracy or Red-Tapism in Governance

BUR in governance was identified as a composite theme based on the method of coding data obtained from the interview transcripts. A good number of participants (25) lamented the slow response from the ministry of education to complaints/notifications by heads of schools relating to the dilapidated structures that abound in the schools within the research population. P.1 stated, "We have written severally to the Ministry of Education and even the Local Government to come to our aid, but all we get are

promises, empty promises.” This idea was replicated in the interview sessions with other participants and even in the interactive sessions with the study participants.

Lack of Adequate Funding

The poor state of infrastructure, which stood out throughout the discussion with the participants, was a consequence of a lack of proper funding for schools. This was considered germane enough to be treated as an additional theme in this study because it emerged directly as the data were coded from the interview transcripts. For example, P10 noted, “Funding is really a problem because there are things we require at times that we don’t get quickly. You will write to the Ministry, but before they release the funds it will take time.” The proliferation of schools contributed in no small measure to worsening the funding problems experienced by these schools in Uruan LGA. P12 reiterated this by stating that “There are more schools now than in our own days. Funding will definitely constitute a problem.”

Poverty

POV was another ancillary theme derived from the coded data of this study. An instance where children drop out of school to sell meat at the Abattoir (slaughterhouse) at was a mark of POV. P.25 stated, “Lack of money to buy school uniforms, lack of money to buy books” all advertises or speak to POV at the home front. Furthermore, P13 noted, “Lack of money to feed the family made our parents those days to send their children to work as servants in other people’s homes in the big cities.” P27 observed

When the government is saying it is fighting child labor what is, what does, okay, what facilitates this child labor? Is what do I call it? Do I call it poverty from the home front? Is the government willing to settle the poverty level?

Societal Change

The theme on SOC resulted from coded data gleaned from the interview transcripts. A noticeable level of transformation had taken place in Uruan LGA as in other parts of the state traversed while heading to the research population. The fact that not even a single child was found outside the gates of the various schools visited, and those not visited during school hours, became a new and exciting experience during the trips to conduct the numerous interviews. The governor of the state, Godswill Akpabio, upon assuming power decried the practice of giving children from this state as child servants. The governor addressed this problem with the free and compulsory education policy as well as the Child's Rights Act passed into law by the Akwa Ibom State House of Assembly. Twenty-six participants confirmed to me that child labor activities no longer existed during school hours as was the case before.

Again, 26 members of the study participants confirmed that most of the parents no longer gave out their children as houseboys or house girls (child servants) as was the practice in earlier times. This was considered as a feat given that this part of the country used to be well known as a fertile ground for recruiting or employing child servants. This level of societal change was noticeable at Uruan as P25 commented, "No, no, no, we can't specialize in supplying house boys or house girls child servants."

Societal Responsibility

The last of the ancillary themes to emerge from the coded data of the interview transcripts was SOR. Instances abound in Uruan of this leaning towards SOR. The family of Ekong built and equipped a library block and donated it to one of the primary schools at Ibiaku Uruan. Another act of SOR related to the anonymous “good Samaritan” who noticed the dilapidated structures in one of the secondary schools and opted to renovate it.

Summary

In this chapter, I examined the procedure for collecting, coding, and analyzing the data obtained from the excerpts of the interview with the selected participants for this study. The setting or context of the study, demographics, emergent themes, and results emanating from the analysis of data were also presented. The first research question focused on the present state of infrastructure in public schools in Uruan LGA of Akwa Ibom State in Nigeria. According to the results obtained from the coded data drawn from the interview transcripts, 26 (87%) of the participants affirmed the poor state of infrastructure in public schools in the study population.

The second research question was meant to probe the existing disparity between the provision of infrastructure between the urban and rural areas within the research population. According to the findings, 27 (90%) of the participants for this study acknowledged that there were wide gaps in the provision of school infrastructure between the urban and rural areas. In the third research question, I examined the present structure of the education system and how it impacted on pupils/students dropout rate. I found that

26 (87%) of the study participants agreed that the dropout rate was low in the schools visited in the course of this study.

Likewise, the fourth question was anchored on the existing strategies to enforce the child labor policy in Uruan LGA. I found that 25 (83%) of the participants agreed that the conventional government enforcement strategy of using task force to arrest any child who was found outside the school during schooling hours were deficient in addressing this menace in the interior/riverine parts of the research population. These participants believed that the enforcement strategies worked better in the urban areas of Akwa Ibom state.

In the fifth research question, I sought to examine the geographical dispersion of educational facilities in schools within the study population. Analysis of the data from the study showed that all the participants 30 (100%) expressed the view that schools were evenly dispersed in all the communities that make up Uruan LGA. Additionally, in the sixth research question, I examined the teacher-pupil ratio and how it could sustain the potential increase in school enrollment given full implementation of child labor policy. I found that 29 (97%) of the participants alluded to a high teacher-pupil ratio in most of the schools in Uruan LGA. Thus, the ratio cannot support or sustain the potential increase in student enrollment in these schools.

In seventh research question, I examined the type of training program organized for the teaching staff at Uruan LGA. I found that 27 (90%) of the participants for this study agreed that there was periodic (annual) training program planned for the teaching staff at Uruan LGA. These programs were in the form of seminars and workshops meant

to improve and update the teaching skills of teacher to enable them properly educate the children.

In Chapter 5, I provide a summary of the findings of this study, the accompanying recommendations, and the conclusions drawn from the results of data analysis emanating from the excerpts of the interviews with the study participants.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this exploratory case study was to evaluate the level of preparedness of the education sector in Uruan LGA of Akwa Ibom State to implement the recently adopted child labor policy in Nigeria. Education sector preparedness in this study was conceptualized as the ability of the education sector to absorb children of school-going-age who quit all forms of child labor activities and return to a formal education in schools. I employed a qualitative research design to evaluate the preparedness of the education sector to implement the newly adopted policy on child labor in Nigeria. Accordingly, an interview method was selected for generating or collating data based on the nature of the research problem.

Child labor involves all forms of work activities by children within the ages of 5-17 which entails exposure to physical, psychological, and social abuse; slavery; prostitution; and exposure to hazardous substances.

The following research questions guided this study:

- What is the present state of infrastructure in the education sector within the population?
- What form of disparity exists between the state of infrastructure in the urban and rural areas within the population?
- How does the present structure of the education system impact on pupils/students drop out rate?

- What are the strategies in place to enforce child labor policy in Akwa Ibom?
- How geographically dispersed are the educational facilities/ schools within the population?
- What is the teacher-pupil ratio to sustain the potential increase in school enrolment?
- What form of training programs is available for school staff and teachers within the population?

The research questions for this study were open-ended to avoid a simple “Yes” or “No” response. The case study approach adopted in this study was considered appropriate based on the exploratory nature of this study through “Observations, interviews, audio material, documents review and reports” (Creswell, 2013, p. 97). In the course of this study, I relied on (a) interviews with participants and (b) my reflective journal or observational notes. A total of 30 participants were interviewed including principals/heads of schools, teachers, youth corps members serving as teachers in the schools, community leaders, youth leader, parents, an education secretary, a director in the ministry, and an assistant director of a government parastatal with links to the education sector.

Although I envisaged a 30-minute interview with the participants, in the course of the interview, the sessions lasted for upwards of 45 minutes in ix separate cases. The participants were willing and enthusiastic to answer the interview questions and provided additional information as the interview progressed; this necessitated some follow-up

questions. In these instances, the field notes were of great assistance during the data analysis. The procedure for data analysis involved coding and drawing corresponding themes from these codes, and where necessary, I compared them for themes. This aided the process of categorization and grouping data based on emergent central themes. To validate the findings emanating from this study, I relied on data from multiple sources, as well as engaging a research assistant to support data transcription, validation, analysis, and interpretation.

The functionalist theory and the infrastructure theory constituted the theoretical framework for this study. The questions for the interview were framed in such a way as to elicit responses necessary to answer the research questions for this study. The participants for the interview were knowledgeable and experienced in the area of this topic; thus, the resultant findings of this study were deemed reliable. This study constituted a significant contribution to knowledge on child labor, the education sector, and public policy implementation in Akwa Ibom State in particular and Nigeria in general. The results emanating from this study validated the theoretical framework adopted for this study in numerous ways. This study also harbored the inherent potential to excite further research in this area of study. The key findings from this study were as follows:

- There was a poor state of infrastructure in schools in Uruan LGA of Akwa Ibom State
- There was urban bias in the provision of school infrastructure to the utter neglect of rural areas like the riverine areas of Uruan LGA.

- Low student dropout rate in schools at Uruan
- The conventional government enforcement strategies on child labor were deficient in addressing the menace (child labor) in the interior/riverine areas of the research population
- There was even dispersion of schools in Uruan LGA
- There was a high teacher-pupil ratio in most of the school at Uruan LGA
- There was periodic (annual) training program for some selected teaching staff in the schools within the study population.

Discussion and Interpretation of the Findings

The interview transcript provided an array of information related to the state of readiness of the education sector to implement the child labor policy in Uruan LGA. The research questions and the resulting findings are now discussed.

Findings for Question 1: Available Infrastructural Facilities in Schools

What is the present state of infrastructure in the education sector within the population?

The result of data analysis with respect to the above research question showed that 26 (87%) out of the total number of 30 participants affirmed that the state of infrastructure in the schools at Uruan was poor. The participants confirmed the views expressed in the literature that the state of infrastructure is poor. Akinwale (2010) provided corroborative evidence on the deplorable state of infrastructure in Nigeria (p. 214). The government has failed in its responsibility to provide the basic infrastructure for the teeming population. In the infrastructure theory, Frischmann emphasized that an

open access to infrastructure would yield significantly positive results to society as a whole. In most of the schools visited in the course of the study, the deplorable state of infrastructural facilities was evident to see; there was hardly any school visited without leaking roofs blown off by wind. Abandoned classrooms overgrown with weeds were also a common sight. Society is an organic unit made up of different parts that play functional roles. The poor state of infrastructure was another pointer to the failure of government to perform its role.

Findings for Question 2: Disparity in the State of Infrastructure between Urban and Rural Areas

What forms of disparity exist between the state of infrastructure in the urban and rural areas within the population?

I found that 27 (90%) out of a total number of 30 respondents affirmed the existence of a wide disparity between urban and rural school infrastructures. In the peer-reviewed literature, the question of urban-bias in infrastructural provision featured prominently. In this regard, urban areas were reputed to appropriate a disproportionate amount of the infrastructure in a given society. Okowa (as cited in Otto, 2008) posited that this trend has continued unabated in Nigeria. Government policy has been unfavorable to the rural areas with respect to infrastructural provision. This also negated the tenets of the functionalist theory. Government abdication of its responsibility towards the rural areas has encouraged the disparity between the state of urban and rural infrastructure.

According to the infrastructure theory, public access to infrastructure is vital to ensure an even development within a society. When infrastructure is concentrated in the urban areas, the rural areas suffer.

Findings for Question 3: Existing Education System and Students Dropout Rate

How does the present structure of the education system impact on pupils/students drop out rate?

In the coded data, 26 (87%) out of 30 participants affirmed a low drop-out rate in schools at Uruan LGA. While this result was encouraging, it represented an unexpected result given the state of infrastructure in these schools coupled with other negative influences that discouraged school in the study population. In the literature, it was noted that the aforementioned factor (poor infrastructure) discouraged school attendance; yet despite this, the study results still recorded a low dropout rate of students/pupils. This result tended to nullify the ideas expressed in the literature by Moja (2000) to the effect that dilapidated buildings contributed to the high dropout rate of learners from school. This result was interesting to me given the paradox of poor infrastructure, a lack of proper funding of schools, urban bias in infrastructure provision, high teacher-pupil ratio, and all the other negative aspects of these rural schools. I would have expected to record a high dropout rate of students from these schools at Uruan LGA of Akwa Ibom State; but, that was not the case.

This result also debunked the functionalist theory, given that in spite of government failure to provide infrastructure in these schools, students endured the hardship and refused to drop out of school. Poor state of infrastructure stood out as one

contributory factor to student dropout rate in schools. On the other hand, the finding negated the infrastructure theory, which stated that open access to infrastructure generated values for a given society.

Findings for Question 4: Existing Strategies to Enforce Child Labor Policy

What are the strategies in place to enforce child labor policy in Akwa Ibom State?

The findings with respect to the above research question was that the existing strategies to enforce the child labor policy in Akwa Ibom State appeared to work better in the urban areas than in the interior/riverine areas of Akwa Ibom State. This result was not unexpected given that the task force on compulsory education in Akwa Ibom State operated more in the urban areas than in the rural areas of Akwa Ibom State, thus confirming the earlier finding of urban biasness in national economic development.

Findings for Question 5: Geographical Dispersed of Schools

How geographically dispersed are the educational facilities/schools within the population?

I found that schools within Uruan LGA were dispersed in an even manner. This result supported the infrastructure theory earlier discussed in the literature, which emphasized that government's responsibility to provide to all citizens an open access to infrastructure to facilitate general economic development.

Findings for Question 6: Teacher-Pupils/students Ratio in Schools

What is the teacher-pupil ratio to sustain the potential increase in school enrolment?

I found that schools in Uruan LGA experienced a high teacher-pupil ratio. This result has grave implications for education sector preparedness in Uruan LGA in particular and Nigeria in general. The availability of teachers is also part of the infrastructure for success in school. This worse scenario of a high teacher-pupil ratio has the potential to discourage school attendance, as the study results showed. In some cases, parents withdrew their children from school because of a lack of teachers to teach these children in these schools at Uruan LGA.

Findings for Question 7: Training Programs Available to School Staff and Teachers

What forms of training programs are available for school staff and teachers within the population?

The vast majority of study participants, 27 (90%), affirmed that there was an educational training program in place for teaching staff at Uruan LGA of Akwa Ibom State in Nigeria. This is a positive indicator for education sector preparedness to implement the child labor policy in Nigeria. However, the limited number of teaching staff who have access to these programs represented a flaw in implementing this human-power development strategy for teachers in these schools. Teachers are also part of the infrastructure that schools depend on for success. The teaching staff of these schools ought to be given the opportunity on an individual basis to attend these annual seminars/training programs. These training programs are meant to update the teaching skills of teachers and provide information on latest developments in the teaching profession.

Suggestion for Further Research

The education sector is only one out of the numerous stakeholders with regard to the implementation of the child labor policy. In this study, I focused on the preparedness of the education sector in this regard. Future researchers on the subject matter of child labor may wish to examine the state of preparedness of the other stakeholders (e.g., the police, the judiciary, the civil society, etc.). Future researchers who may exhibit an attachment to the education sector may wish to replicate this study on education sector preparedness via the child labor policy in other local governments of Akwa Ibom State or any other State in Nigeria. The same goes for researchers in other parts of Africa and other continents of the world. This will facilitate the documentation of findings on the issue of stakeholder preparedness to implement the child labor policy. This will facilitate cross-country comparisons of efforts to implement the child labor policy. As appropriate as the case study approach has been in the process of conducting this study, there are other approaches open to a researcher to employ in replicating this study. This will enable the validation of the robustness of this study's results over time.

Delimitations of the Study

This study was not primarily concerned with child labor incidence or occurrence in other nations of the world. Similarly, it was not preoccupied with their characteristics, forms, or prevalence. Rather I was concerned with the recently adopted Nigeria child labor policy with a view to ascertaining or evaluating the preparedness of the education sector to implement this policy effectively. The scope of this study was limited to 30 participants drawn from the government ministries and parastatals in Akwa Ibom State;

as well as from schools and communities within Uruan LGA of Akwa Ibom State, Nigeria.

Limitations of the Study

The envisaged limitations of the study at the initial stage of conception included the following: time constraints and the methodological approach involving the use of the interview method for data collection and the subjective nature of participants' responses to the interview questions. However, I successfully applied for and was granted my 6 weeks of annual leave entitlement upon due notification of the IRB approval to commence field work. My initial fears were allayed. The interview sessions with the selected participants for this study proved rigorous; however, they gave rise to genuine responses in an atmosphere of strict commitment and due compliance to the demands of the fieldwork. It was obvious to me that participants showed genuine interest, and were sincere in their responses to the interview questions. This helped to eliminate any expected bias and subjectivity.

At no time did I maintain any professional, supervisory, or instructor relationship with any of the study participants. I considered the results to be a true reflection of the views of the participants and, as such, they were trustworthy in entirety. Although, number checking my classmate was not carried out, the research assistant filled this credibility role. Adequate field logs were maintained in the course of this study (dependability). The review by participants after each interview session ensured conformability. This study can be replicated in other parts of Nigeria with the same degree of accuracy (transferability).

Recommendations

The recommendations set forth below were inspired by the findings of this study, within the purview of the strengths, limitations, and ideas from the literature reviewed.

1. Genuine efforts to address the issue of child labor should begin by addressing the high incidence of poverty within the general population. I recognized poverty as one of the ancillary themes and a major reason for child labor, as drawn from the excerpts of the interview transcripts. Poverty is at the root of the residual child labor activities in Uruan after school hours. Thus, any program aimed at the eradication of child labor must recognize the link between poverty and child labor. Instances abound in this study where students dropped out of school on account of lack of money to buy books, uniforms, and other essential materials necessary for continued sustenance.
2. Lack of access to good quality education is the second principal cause of child labor (Haile & Haile, 2012, pp. 366- 368; Munene & Puto, 2010, p. 129). Thus, any attempt to address the question of child labor must strive to achieve the universal basic education standard. While it could be inferred from the study results that genuine attempts at implementing free and compulsory education policy by the government is in place in Uruan LGA of Akwa Ibom State in Nigeria, the goal of universal basic education also requires the availability of teachers to teach the children. The present situation of a high teacher-pupil ratio in Uruan LGA does not augur well

for achieving the goal of universal basic education. Thus, efforts should be geared towards the recruitment/employment of more teachers in Akwa Ibom State to teach the children. The issue of an insufficient number of teachers was widely reported in the results of this study in an earlier section (data analysis). This issue of insufficient number teachers encouraged some parents to withdraw their wards from school as the study results showed. This is in line with the literature reviewed where poor quality of education fuels the practice of child labor (Kumari & Jafri 2010, p.1131).

3. To achieve the goal of education sector preparedness to implement the child labor policy, efforts should be made to provide the requisite infrastructure in schools at Uruan LGA. Without a good network of infrastructural facilities in the various schools, the goal of achieving education sector preparedness will remain elusive. Akinwale (2010) provided corroborative evidence on the deplorable state of infrastructure in Nigeria (p. 214).
4. Funding is an important activity in every sector of the economy. The case of the education sector cannot be different. The present theme of a lack of proper funding of schools does not augur well for education sector preparedness in Uruan LGA. Teachers in some cases used their own money to purchase school chalks. The dismal state of funding in the education sector was a subject of discussion in the literature, where it was

noted that Nigeria spends less than 11% of its annual budget on education, which is far below the UNESCO recommendation that at least 26% of a country's annual budget should be devoted to the education sector (Ejiogu et al., 2013, p. 56).

5. Attempts to provide more school infrastructure in the urban areas at the detriment of the rural areas does not augur well for achieving the goal of education sector preparedness to implement child labor policy in Uruan LGA. From this study, it is clear that the provision of infrastructure had been unduly skewed in favor of the urban areas giving rise to the associated theme of urban bias in infrastructure provision in schools at Uruan LGA. Schools in Uyo, the capital of Akwa Ibom State, are much better than a number of schools in Uruan, mostly rural communities and the focus of our analytical interest in this study.
6. Manpower training programs should be embarked upon to improve the teaching skills of teachers. The present situation where only a selected few are nominated to attend these programs accentuates the problem of education sector preparedness to effectively implement child labor policy in Uruan LGA. Manpower training is the right of every worker and not a privilege.

Implications for Positive Social Change

In this study, I examined the problem of education sector preparedness in the context of the implementation of the Nigerian policy on child labor. The results of this

study have challenged the conventional wisdom on the benefits of child labor practices at the individual, family, organizational, and the wider society at large. At the individual level, there is no profit in abandoning school for the Abattoir to sell cow meat. At the family level, there is also no wisdom in giving out children as houseboys/house girls (child servants) to city dwellers. At the organizational level, there is no gain in employing child laborers on account of the perceived labor cost savings. At the society level, the results of this study should galvanize public opinion on the evils of child labor and the need to ensure that policies by government to eradicate this problem are introduced and implemented. The recently introduced policy on child labor has had positive impact on the people of Uruan community, but as the results showed, attempts to enforce the child labor policy in the interior/riverine areas require more commitment by government.

Child labor is fast becoming less fashionable in this once bubbling bastion or enclave of this practice. This is a welcome positive development for society as a whole. The newfound commitment to educate the out-of-school children and those already in schools, as well as the renewed emphasis on girl child education, represent veritable indicators to positive social change in this rural Uruan community. The study results enhance the understanding of the necessary actions to undertake in addressing the problem of education sector preparedness via the impending full implementation of child labor policy.

Conclusion

In this exploratory case study, I examined the recently introduced policy on child labor in Nigeria to ascertain the level of preparedness of the education sector to

implement the policy. Child labor is a worldwide phenomenon dating back to medieval times. In both affluent and poor societies, child labor is occurs throughout the world. Policies to eliminate child labor have proved futile in application in most societies of the world. The resilience of child labor rests against the backdrop of global poverty and a lack of open access to good quality education. These two predisposing factors amongst others have nurtured the practice of child labor.

In September 2013, the Nigerian government set to implement the child labor policy in an atmosphere quite antithetical to success. In this study, I attempted to capture the essence of a lack of education sector preparedness in Uruan LGA to implement the child labor policy.

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Appendix A: Invitation Letter to Participate in the Study

Dear Participant,

My name is Samuel Ekong, a doctoral student of Public Policy and Administration at Walden University. I am conducting a research study about the education sector preparedness to effectively implement the child labor policy, newly adopted by the federal government of Nigeria. Education preparedness is hereby defined as the ability of the education sector to absorb children who quit all forms of child labor activities and return to a formal education.

You are hereby invited to participate in this study, based on your knowledge about child labor and education system in Nigeria in general and Akwa Ibom State in particular. I will be pleased if you could spare a little of your time for an interview, which will last approximately thirty (30) minutes. Please note that your response will be kept in strict confidence, the researcher will not use your personal information for any purposes outside of this research project. A 1-2 page summary of the results of the study will be made available to you, if you require. You may withdraw from the study at any time with no penalty whatsoever.

Please note that participation is voluntary and will not attract any form of financial benefits to participants. This study represents a modest effort by the researcher to contribute to the on-going discourse on the state of preparedness of the major

stakeholders in general, and the education sector in particular to implement the recently adopted child labor policy in Nigeria.

Yours truly

Samuel Ekong

email: Samuel.ekong@waldenu.edu

Appendix B: Interview Questions

1. What is the present state of infrastructure in the education sector within the population?
 - How adequate are the number of classrooms versus pupils/students population?
 - How adequate are functional chairs, desks, writing-board, and playground versus pupils/students population?
 - How motivated are the staff of the schools in terms of regular payment of salaries and allowances, training and other welfare?
2. What forms of disparity exist between the state of infrastructure in the urban and rural areas within the population?
 - What is the level of provision of classrooms, desks, chairs, writing boards in the rural communities compared to the urban areas?
 - How does teacher/pupils ratio in urban schools compare with the rural counterparts?
 - How would you describe training, promotion, payment of salaries and allowances in the rural communities compared to the urban schools?
3. How does the present structure of the education system impact on pupils/students dropout rate?
 - What factors influence pupils/students enrolment/drop-out rate in schools within the population?
 - What is the male/female school enrolment ratio in Uruan LGA?

4. What are the enforcement strategies in place to enforce child labor policy in Akwa Ibom State?
 - What factors would you identify as the major reasons for this phenomenon of child labor in Uruan LGA?
 - In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA?
 - What noticeable changes have occurred in the trend of child Labor in Uruan LGA?
 - What reasons would you adduce for these changes, if any?
 - What specific enforcement strategies have been put in place to check the incidence of school-age children found outside of school?
5. How geographically dispersed are the educational facilities/schools within the population?
 - How would you comment about the distance between community residence and public schools within the population?
 - How accessible are the education facilities from the rural residences?
6. What is the teacher-pupils ratio to sustain the potential increase in school enrolment?
 - What would you say about the ability of schools in Uruan LGA to cope with the anticipated increase in student enrolment ratio?
 - How motivated are the staff of schools in Uruan LGA?
7. What forms of training programs are available for school staff and teachers within the population?

- What would you say about the ability of schools in Uruan LGA to cope with the anticipated increase in student enrolment ratio?
- How motivated are the staff of schools in Uruan LGA?

Appendix C: Letter of Cooperation from Research Partner

Letter of Cooperation from a Research Partner

Secondary School,
Idu Uruan,
Uruan Local Government Area,
Akwa Ibom

March 25, 2015.

Dear Samuel Ekong,

Based on my review of your research proposal, I am willing to support you to conduct the study entitled "**Nigerian Policy on Child Labor: An Evaluation of the Education Sector Preparedness for Effective Policy Implementation.**" within Idu Uruan community, Uruan Local Government Area, Akwa Ibom State. As part of this study, I will provide you with contact information as well as forward your invitation letters to the teachers, parents/community leaders. Please note that individual teacher's/parent's/community leader's participation will be voluntary and at his/her own discretion.

I understand that my organization's responsibilities include to provide a conducive venue to ensure privacy during the interview sessions. You may carry out observations as necessary for your qualitative study within the school premises. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,

Simon Idiong

Authorization Official
Contact Information

Tel: 07035651069

Letter of Cooperation from a Research Partner

Secondary School,
Mbiaya Uruan,
Uruan Local Government Area,
Akwa Ibom

March 25, 2015.

Dear Samuel Ekong,

Based on my review of your research proposal, I am willing to support you to conduct the study entitled "**Nigerian Policy on Child Labor: An Evaluation of the Education Sector Preparedness for Effective Policy Implementation.**" within Mbiaya community, Uruan Local Government Area, Akwa Ibom State. As part of this study, I will provide you with contact information as well as forward your invitation letters to the teachers, parents/community leaders. Please note that individual teacher's/parent's/community leader's participation will be voluntary and at his/her own discretion.

I understand that my organization's responsibilities include to provide a conducive venue to ensure privacy during the interview sessions. You may carry out observations as necessary for your qualitative study within the school premises. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,


FRANCIS E. IMAH
Authorization Official
Contact Information

Tel: 08060031331

Letter of Cooperation from a Research Partner

Secondary School,
Ibiaku Uruan,
Uruan Local Government Area,
Akwa Ibom

March 25, 2015.

Dear Samuel Ekong,

Based on my review of your research proposal, I am willing to support you to conduct the study entitled "**Nigerian Policy on Child Labor: An Evaluation of the Education Sector Preparedness for Effective Policy Implementation.**" within Ibiaku Uruan community, Uruan Local Government Area, Akwa Ibom State. As part of this study, I will provide you with contact information as well as forward your invitation letters to the teachers, parents/community leaders. Please note that individual teacher's/parent's/community leader's participation will be voluntary and at his/her own discretion.

I understand that my organization's responsibilities include to provide a conducive venue to ensure privacy during the interview sessions. You may carry out observations as necessary for your qualitative study within the school premises. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,

M. J. Akpan

Authorization Official
Contact Information

31-03-2014

Tel: 070355419260

Letter of Cooperation from a Research Partner

Government School
Ikpaga Uruan
Uruan Local Government Area,
Akwa Ibom

March 25, 2015.

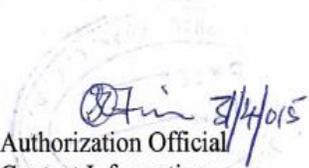
Dear Samuel Ekong,

Based on my review of your research proposal, I am willing to support you to conduct the study entitled **“Nigerian Policy on Child Labor: An Evaluation of the Education Sector Preparedness for Effective Policy Implementation.”** within community, Uruan Local Government Area, Akwa Ibom State. As part of this study, I will provide you with contact information as well as forward your invitation letters to the teachers, parents/community leaders. Please note that individual teacher’s/parent’s/community leader’s participation will be voluntary and at his/her own discretion.

I understand that my organization’s responsibilities include to provide a conducive venue to ensure privacy during the interview sessions. You may carry out observations as necessary for your qualitative study within the school premises. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student’s supervising faculty/staff without permission from the Walden University IRB.

Sincerely,


Authorization Official
Contact Information
08102966339

Letter of Cooperation from a Research Partner

Government Primary School,
Idu Uruan,
Uruan Local Government Area,
Akwa Ibom

March 25, 2015.

Dear Samuel Ekong,

Based on my review of your research proposal, I am willing to support you to conduct the study entitled **“Nigerian Policy on Child Labor: An Evaluation of the Education Sector Preparedness for Effective Policy Implementation.”** within Idu Uruan community, Uruan Local Government Area, Akwa Ibom State. As part of this study, I will provide you with contact information as well as forward your invitation letters to the teachers, parents/community leaders. Please note that individual teacher’s/parent’s/community leader’s participation will be voluntary and at his/her own discretion.

I understand that my organization’s responsibilities include to provide a conducive venue to ensure privacy during the interview sessions. You may carry out observations as necessary for your qualitative study within the school premises. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student’s supervising faculty/staff without permission from the Walden University IRB.

Sincerely,

W/M
ST. ANDREW'S AFRICAN CHURCH SON
IDU URUAN
DATE 01/04/2015

Authorization Official
Contact Information

Anthony Okon Asukwo
Head-Teacher.
08163796935

Letter of Cooperation from a Research Partner

Government Primary School,
Mbiakong Uruan,
Uruan Local Government Area,
Akwa Ibom

March 25, 2015.

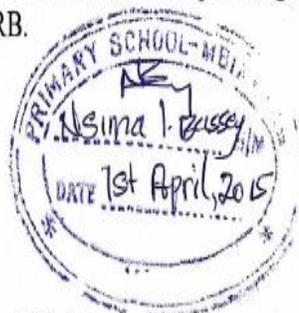
Dear Samuel Ekong,

Based on my review of your research proposal, I am willing to support you to conduct the study entitled **“Nigerian Policy on Child Labor: An Evaluation of the Education Sector Preparedness for Effective Policy Implementation.”** within Mbiakong community, Uruan Local Government Area, Akwa Ibom State. As part of this study, I will provide you with contact information as well as forward your invitation letters to the teachers, parents/community leaders. Please note that individual teacher’s/parent’s/community leader’s participation will be voluntary and at his/her own discretion.

I understand that my organization’s responsibilities include to provide a conducive venue to ensure privacy during the interview sessions. You may carry out observations as necessary for your qualitative study within the school premises. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student’s supervising faculty/staff without permission from the Walden University IRB.

Sincerely,



Authorization Official

Contact Information

08138059058

Letter of Cooperation from a Research Partner

Secondary School,
Mbiakong Uruan,
Uruan Local Government Area,
Akwa Ibom

March 25, 2015.

Dear Samuel Ekong,

Based on my review of your research proposal, I am willing to support you to conduct the study entitled **“Nigerian Policy on Child Labor: An Evaluation of the Education Sector Preparedness for Effective Policy Implementation.”** within Mbiakong community, Uruan Local Government Area, Akwa Ibom State. As part of this study, I will provide you with contact information as well as forward your invitation letters to the teachers, parents/community leaders. Please note that individual teacher’s/parent’s/community leader’s participation will be voluntary and at his/her own discretion.

I understand that my organization’s responsibilities include to provide a conducive venue to ensure privacy during the interview sessions. You may carry out observations as necessary for your qualitative study within the school premises. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student’s supervising faculty/staff without permission from the Walden University IRB.

Sincerely,


Michael Samuel
Authorization Official
Contact Information
0803 2355322

Letter of Cooperation from a Research Partner

HOLY CHILD Primary Sch
IFIA YONG USUK
Uruan Local Government Area,
Akwa Ibom

March 25, 2015.

Dear Samuel Ekong,

Based on my review of your research proposal, I am willing to support you to conduct the study entitled "Nigerian Policy on Child Labor: An Evaluation of the Education Sector Preparedness for Effective Policy Implementation." within community, Uruan Local Government Area, Akwa Ibom State. As part of this study, I will provide you with contact information as well as forward your invitation letters to the teachers, parents/community leaders. Please note that individual teacher's/parent's/community leader's participation will be voluntary and at his/her own discretion.

I understand that my organization's responsibilities include to provide a conducive venue to ensure privacy during the interview sessions. You may carry out observations as necessary for your qualitative study within the school premises. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.



Linus E. Udofia
202092242

Appendix D: Excerpts from Interview Transcripts

| Participant 1 (P.1) | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | Well, as you can see for yourself, (coughing), I don't really have much to say, but all I can tell you is that the state of infrastructure is poor, nothing really to write home about. You can see for yourself that the classrooms are overcrowded, the roofs are leaking and some are out rightly empty due to lack of tables and chairs. No renovation work has been carried out in this school for example for the last five years. (Interrupting) |
| Really, so what is the school authority doing about it? | We have written severally to the Ministry of Education and even the Local Government to come to our aid, but all we get are promises, empty promises |
| What is the level of infrastructure dispersion in primary and Secondary schools in Uruan Local Government Area? | Schools here are evenly dispersed. By that I mean that the schools are cited in such a way that students do not need to travel long distances before getting to school. There is hardly any village here without at least a primary school. But to answer your question on adequacy of infrastructure, there are no sufficient classrooms, chalkboard, tables and chairs in schools, particularly in the village schools. More are provided in the cities. |
| How qualified are the teachers in these schools? | Well the teachers are qualified no doubt, but the problem we have in Uruan Local Government and I believe in all other Local Governments is that the teachers are not enough. |
| How would you rate the quality of education in Uruan LGA? | Of course (Shifting on his seat) without enough qualified teachers, a situation where we have to combine classes, it will definitely affect the quality of education. The few teachers we have are overworked just to meet up. What can we do in the circumstance? |
| But you can complain to the Ministry. | Look here young man you don't understand. I told you earlier that we have written to the Ministry of education about all these but nothing came out of it. |
| What information can you provide on student enrolment and drop-out rate | The enrolment rate is quite high. In fact, I can tell you with confidence that all children of school going age are enrolled in schools especially here in Uruan LGA. |

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| in Uruan LGA? | As soon as you will know education in Akwa Ibom state is free and compulsory, from primary up to Senior Secondary School level. In fact the state government pays the examination fees for students. So, that encourages them to come to school. The second part of the question is on dropout rate if I remember correctly, (sneezing OH, sorry Sir, thank you. Ahmmm, only in a few cases. |
| And what is the reason? | Since I became a Vice Principal here, the only case I witnessed is that of one male student named AB (actual name withheld), whose parents were transferred to Uyo to work. They (parents) couldn't leave him here because there is no boarding facility here as you can see. So I can't really call that dropping out of school, rather it was a transfer. |
| What is the male/female school enrolment ratio in Uruan LGA? | Like I told you before, education here in Akwa Ibom state is free and compulsory. So as many females of school going age are enrolled in schools. The same goes for the boys |
| In what context does child labor exist in Uruan LGA of Akwa Ibom state? | Child labor? No, it doesn't exist here anymore. As you were coming if you noticed very well, did you see any child outside during school hours? Maybe after school they may go and help their parents at home, in the farm or market to sell something but not during school hours. In fact, d who enforces this. |
| How much is this fine? | I think about N10, 000 fines |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | I have told you, there is no longer any form of child labor here in Uruan. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | At least since His Excellency, Governor Godswill Akpabio came to power in this state, child labor ceased to be a thing of the past. No parent here will give out his child as houseboy or house girl as was the practice before. |
| What reasons would you adduce for these changes if any? | Government policy. Awareness and sensitization on the part of government and the willingness of the community to abide by government instruction. There is even a law banning child labor here in Akwa Ibom state. |
| What law is that? | The child rights Act. This was passed into law by the Akwa Ibom state House of Assembly. |

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| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | It has been largely favorable to the state as a whole not just here in Uruan LGA. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | The State Universal Basic Education Board (SUBEB), the state government as well as the Federal Government are all jointly responsible for this in one way or the other. All I can say is that funding is inadequate. |
| What level of motivation exists for the education staff in Uruan LGA? | Apart from our salary and other basic allowances, we don't get any else. Like leave allowance now, it has not been paid for over a year. We have arrears of outstanding payments to collect. |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | There won't be any significant increase in enrollment should government i.e. the Federal government enforce this policy. Unless perhaps there is an influx of people from other states. This is because all children of school going age are already in schools here. And so far we have been coping with the little facilities that are available as you can see. |
| What kind of incentives is in place to encourage school enrolment? | The free education policy from His Excellency, Governor Godswill Akpabio. |
| How do you assess the capacity of Uruan LGA to enforce the child labor policy? | Well, am not in government, as just the Vice Principal of this school. You can ask the local Government Authority people. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | I don't understand your question. |
| What I mean is the inability of parents to provide for their children? | Well, Uruan is basically a rural community. No, I wouldn't say parents are contributing to child labor, because they have obeyed government directive to send their children to school. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | Parents here are basically farmers, traders, businessmen/ business women. Only a few work in the LGA. |
| In what ways would you | As a natural phenomenon, I would say yes because |

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| consider child labor as a natural phenomenon or a way of life in Uruan LGA? | children help parents in the farm, in the homes, in the market. Yes, and this has tended to affect their schooling. But that is before not now. Before people come as far as from Lagos looking for house maids but that is a thing of the past now. There are no houseboys/house girls to give anybody again. The children are all attending schools. |
| How accessible are Educational facilities in Uruan LGA? | Education is free and compulsory in Uruan LGA. To that extent there is no discrimination. Even people from other states come here and we enroll them. So you can see that there is access to education here. |
| Thank you very much Sir for taking much of your time. Please do not feel offended if I seek any further clarifications based on what we have discussed. At the completion of this study, I will make a summary available to you if you will require it. | Ok, thank you too. |

| Participant 2 | |
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| Interviewer | Response |
| What can you say about the state of educational infrastructure in the school in this community? | My brother, school infrastructure has been abandoned to rot away by the government. We generally lack maintenance culture in our society. You can see for yourself now, the classes have no doors, window, desks and chairs. No playground for children to physically keep fit and showcase their sporting abilities. We talk about it at every PTA (parents-teachers association) meetings, we are tired of talking. It is rather unfortunate that in this part of the world, our government has decided to abandon the provision of basic education to its citizens. This is why we have too many mushroom schools everywhere, charging exorbitant school fees from the few who can afford it. |
| What can you tell me about child labor in Ibiaku, Uruan? | (Clearing his throat) Child labor is a thing of the past here in Ibiaku, Uruan and indeed the rest of the state. If you are very observant, you would have noticed that as you were coming down here, you did not see any child outside selling things at this time of the day. |

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| | Besides, there are schools everywhere in Akwa Ibom State, even though not all have good classrooms and teachers, especially in our rural communities. |
| Why is that so? | The reason is simple. Here in Ibiaku, no child is permitted or expected to be outside, i.e. roaming or loitering about in the village during school hours. |
| Is that so? | Yes of course, anyone found outside during school hours will be forced back to school. |
| What if a child is found loitering about during school hours? | Any child found outside apprehended by the youths and the parents located to know why the child is not in school at that time of the day. If the fault is from the parents then, the parents will pay a fine to the Youth council of this village. On the other hand, if the fault is from the child we take the child back to school to be punished by the school authorities for being outside during school hours. |
| How long has this system been in place? | Since the inception of Governor Godswill Akpabio's administration. |
| His Excellency will vacate office in the next few months, what happens when he leaves office and a new Governor assumes? | It doesn't mean anything. We are going to continue with this system because it has helped us to sanitize our village. Like now we don't have to start judging case of stealing, vandalism and fighting the village as before because all the children who ought to be in school are there. So nobody to fight with again. Even teenage pregnancy has reduced considerably here. |
| Really? | Yes, you can go around the village and ask questions from the elders and see things yourself. Don't you see how quiet the village is? I bet you as the Obong Mkparawo and I can tell you for sure that any child you meet at home by this hour has very good reason to be at home. For example the child maybe sick |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | As far as I know, schools are located close to the community settlements and all the villages have schools |
| Obong, What can you say about student enrolment and drop-out rate in Uruan LGA? | We receive information about the school population at all meetings. So far there has been a gradual increase in enrolment, no drop outs. Where will the child go to without completing their studies, they will be forced back to school if found loitering about during school hours |
| Sir, what can you say about | My brother, this is a big problem here. How do you |

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| the way teachers cope with the increasing number of pupils/students. | expect the few teachers on ground to cope with the increasing number of pupils/students. The head of the school reports to us during PTA meetings that she has written to the local government Education Secretary to post more teachers, but no response till date. The pupils are more than the teachers, |
| Obong thanks you very much. I hope you wouldn't mind if I seek any further clarifications based on what we have discussed. At the completion of this study, I will make a summary available to you if you will require it. | You are welcome. I'm available; you can have my number so you can contact me. I wish you luck in your research work. |

| Participant 3 | |
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| INTERVIEWER'S QUESTION | RESPONSE |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | To be frank with you, I cannot tell you exactly. But all I do know is that the schools in Uyo being the capital of Akwa Ibom state are a lot better than those in other LGAs not only Uruan |
| Really, so what is the school authority doing about it? | Uruan is a rural area, so you cannot compare it to Uyo, the state capital |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | Schools are everywhere in Uruan. There are primary schools in all the villages. There are also secondary schools, but not all the villages have secondary schools. At times two or three villages may rely on one secondary school. |
| How qualified are the teachers in these schools? | The teachers we have in these schools are qualified, though not enough for the number of children in the schools. |
| How would you rate the quality of education in Uruan LGA? | I believe that the teachers are trying their best to teach the students well. |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | I wouldn't know honestly because I don't have the data on that |

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| What is the male/female school enrolment ratio in Uruan LGA? | That one too I cannot say. Am in the Ministry of Justice, those in Ministry of education maybe can help you in that area. (Brief interlude, appeals to the lady seated in the office to be patient) Turns back to the interviewer |
| In what context does child labor exist in Uruan LGA? | Child labor, child labor (Repeating self, takes a deep breath). Are you saying that if a child helps the parents then that is child labor, so I cannot send my child to work for me at home? Argument ensuing |
| No Sir, that is not what I am saying | So what do you mean? |
| What am saying is, do we have a situation in Uruan LGA, where children do not attend schools because they have to work in the farm, sell things on the main road, or in restaurant etc. | Please hold on (Summons his secretary, A fair complexioned woman comes in and Director gives her instructions in Ibibio native dialect which I understand). To help you further, I have just instructed the woman to bring me the gazette of the Akwa Ibom Child Rights Act. The state House of Assembly passed the bill some time ago and it was signed into law by His Excellency, Governor Godswill Akpabio. So if you have any other question you can ask but not on child labor because it has been banned here. |
| Thank you very much for your time. I will make a summary of this study available to you if you need it. Please do not be offended if I need to make further clarifications based on our discussion | You are welcome; no problems. |
| Participant 4 | |
| INTERVIEWER'S QUESTION | RESPONSE |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | Well, the infrastructure is there on the ground. There are schools everywhere. |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | Just like I said earlier, there are schools everywhere. There is hardly any village in Uruan LGA without a school |

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| How qualified are the teachers in these schools? | I must admit that we seem to be experiencing problems in that area. It is not that we don't have some qualified teachers, but they are not enough. However, the government is working on it |
| How would you rate the quality of education in Uruan LGA? | Oh well, government is trying its best to improve on the quality of education in the state generally, not only in Uruan LGA. Without enough qualified teachers to go round, what do you expect? We are not magicians. We just have to keep trying |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | I can tell you for certain that we don't have any problems in that area at all. Education here is free and compulsory. |
| What is the male/female school enrolment ratio in Uruan LGA? | The competition is quite high. Ok, hold on let me show you the figures from Akwa Ibom statistical year book 2013. Ehmm, see now in some cases the girls even out-number the boys in some classes. You see that there is not much disparity at all. |
| In what context does child labor exist in Uruan LGA? | There is nothing like that here. All children of school going age are in schools. As you were coming here did you notice any student parading the streets? |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | There is no child labor in Uruan LGA anymore |
| | |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | We don't have child labor here anymore. We no longer give out our children as house boys and house girls. |
| What reasons would you adduce for these changes if any? | The policy of the state government prohibiting the practice of child labor and the free education Policy of Obong, Godswill Akpabio, the Executive governor of Akwa Ibom State |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | It has had a positive impact so far |
| How would you assess the | The state government is doing its best. Coupled with |

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| level of funding of Primary/ Secondary schools in Uruan LGA? | SUBEB |
| What level of motivation exists for the education staff in Uruan LGA? | Government ensures regular payment of staff salaries and other allowances |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | The schools can surely cope with any anticipated increase |
| What kind of incentives are in place to encourage school enrollment. | Free education policy of the state in |
| How would you assess the capacity to enforce the child labor policy in Uruan LGA? | Yes of course, Uruan has the capacity to do it. The youth in the community are always on the lookout for school children who may want to stay away from school. Ahhhhhhm, |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | Poverty and lack of employment opportunity is the major thing impacting on households in Uruan |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | Most parents here in Uruan are basically farmers, traders, Artisans. Quite a few are teachers. Some work in the local government Authority. Some engage in daily job. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | Child labor is in in itself natural phenomenon from time. Even in America, Britain, etc. you have child labor. So Uruan's case is not an isolated phenomenon. Children must be engaged in one way or the other by their parents. Either to fetch water, or firewood from the bush or farm. But now it is a thing of the past |
| How accessible to the Public are educational facilities in Uruan LGA? | They are accessible to the public. Whether indigene or non-indigene you can enroll your child in any of the schools without hindrance |
| Thanks a lot for your time. Please do not be offended of I request additional clarifications based on our discussion. I will make a summary of this study | You are welcome; please feel free to contact me as necessary. |

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| available to you if you need it. | |
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| Participant 5 | |
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| INTERVIEWER'S QUESTION | RESPONSE |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | That is an area the state is seriously lagging behind. As an Inspector of education I have to be true to my calling by letting you know that this stat needs to update its infrastructure in the education sector. As we (Inspectors) visit all the schools from time to time, we notice that in most of the schools in the rural areas there are a lot of dilapidated structures like leaking roofs, abandoned classrooms overgrown by weeds and out of use, broken down chairs and tables and even in some cases students have to provide their own chairs and tables. We can go on and on. |
| Please go on, I am all ears | Ok Since you want to hear more. Do you believe that in most schools in the rural areas there is hardly any pipe borne water installed for student's use? Even where they have pipe borne water they are broken down and non-functional. There are no modern toilets; instead you still have deep pit latrines for both boys and girls. You can imagine that the hygiene level as a matter of fact is poor. Now you can understand what I am saying |
| Oh yes Sir, I do. | |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | The schools are dispersed evenly around the entire state |
| How qualified are the teachers in these schools? | The problem is that the qualified teachers are not enough |
| How would you rate the quality of education in Uruan LGA? | The only advantage that Uruan LGA has is that it is quite proximate to Uyo being the state capital. But if you go to the other LGAs that are far from the state capital in Uyo, you will notice the difference well. But still in Uruan the quality of education is far lower than what you will get in Uyo, the state capital. This is because the few qualified teachers, when you transfer |

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| | them to the rural areas they work their way back to the city. They don't like working in the rural areas. |
| What information can you provide on student enrolment and dropout rate in Uruan LGA? | There is no problem in that area. Believe me I am an Inspector of Education in this state and I know for sure that there is no problem whatsoever in that area. |
| What is the male/female school enrolment ratio in Uruan LGA? | They are very close. The ratio is quite close, say about 51 male to 49 female depending on the gender that predominates in that locality, |
| In what context does child labor exist in Uruan LGA? | There is nothing like child labor disturbing education in this state. If it were before I would agree with you, but for now nothing like that again. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | We don't experience it anymore and I said that earlier. Parents have realized more than before, the need to send their children to school. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | It is down to the lowest level now. It is almost non-existent. When we inspectors go to visit schools we find the students in schools. None is roaming around the streets or villages. So it has gone down considerably. |
| What reasons would you adduce for these changes if any? | Government policy, the personal interest of the Governor, Godswill Akpabio in this regard increases enlightenment and awareness on the evils of child labor and the undue emphasis on paper qualification in Nigeria in general. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | Government policy on education has been beneficial. The free education policy has been encouraging parents to enroll their children in schools |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | In addition to what the state Universal Education Board provides to these schools, the state government is trying its best with its own budgetary allocation. |
| What level of motivation exists for the education staff in Uruan LGA? | As an Inspector I must tell you the truth, the exact position is that some of the teachers complained to us that their outstanding leave allowances have not been paid for about a year now. |
| How would you rate the ability of schools in Uruan | The truth is that most of the children are already in school. Unless there is an influx from other states. But |

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| LGA to cope with the anticipated increase in Student enrolment ratio? | for Akwa Ibom state, indigenes of school going age i.e. Primary and secondary that has already been taken care of |
| What kind of incentives are in place to encourage school enrollment. | Free education policy of the state government, payment of examination fees by the state government, child Right Act which was passed into law by the Akwa Ibom state house of Assembly. |
| What capacity and strategy are in place in Uruan LGA to enforce the child labor policy? | If you notice, Akwa Ibom State has these people that arrest children found outside the school during school hours, ok taskforce. Also, the communities frown at any child found outside during school periods. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | It's like you don't understand all what I have been saying to you. Child labor is a forgotten issue here. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | Most of the parents in Uruan LGA are farmers. You know Uruan is a rural community. Some work in the Local Government, some are traders and businessmen. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | In as much as it relates to helping parents at home, it is a way of life here. But it no longer disturbs children from going to school. Before, some parents/ guardians used to give some of these children out as house boy and house girl, but not anymore. |
| How accessible to the Public are educational facilities in Uruan LGA? | They are open and accessible to all who care to attend |
| Finally, I will make a summary of the study available to you if you need it and thank you very much for your time. I hope you will be willing to provide further clarifications as may be necessary. | You are welcome; I wish you all the best. Please let me know if you need such clarifications. |

| Participant 6 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan | Each time I visit the school where my children are enrolled I feel sorry for the present state of infrastructure there. And mark you; it is not only in |

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| Local Government Area of Akwa Ibom State? | my children's school that I notice this decay but in other schools too. As a parent myself I also discuss with other parents and our discussions mostly Centre on the poor state of infrastructure in these schools. |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | The dispersion is there alright but there are other things like infrastructure and teachers to consider especially in the local communities. |
| We shall come to the issue of teachers later on | Okay |
| How qualified are the teachers in these schools? | Some of the teachers have the right qualification for the job, but they are not plenty as one would expect. |
| How would you rate the quality of education in Uruan LGA? | In the absence of adequate infrastructure, enough good teachers' etc., the quality of education will be affected negatively. |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | As a PTA chairman we have never handled cases like that. I very much have my doubts on that. No it doesn't feature prominently around here. |
| What is the male/female school enrolment ratio in Uruan LGA? | With my position as a PTA chairman, I do know that both boys and girls of school age are given the opportunity to be registered in school |
| In what context does child labor exist in Uruan LGA? | Child labor does not exist in anyway here. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | I have not seen nor heard of any parent subjecting his/her child to child labor. Most parents in Uruan encourage their children to go to school. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | When I was a young man growing up with my parents, I remember some families that were giving out their children as houseboys and house girls. But lucky me. I had parents who refused all entreaties from city/ Township people, to release me and my siblings for such odd jobs. Instead my father worked hard to send us to school |
| What reasons would you adduce for these changes if any? | People are becoming more conscious and aware of the evils of child labor. The maltreatment these children go through in the city as house boys and house girl, |

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| | selling pure water, running after vehicles to sell biscuits, sweets, chewing gum and other things like fruits, oranges. And again the state government has banned child labor. More so when schooling is now free and compulsory. Even examination fee is paid by government. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | The policy is not particular to Uruan LGA but for all the schools in the state. So there is a level playing field in that regard. Accordingly, I would say that Uruan LGA has benefited from the free education policy too. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | There is poor funding; look at the state of the classrooms. I know how parents contribute financially during PTA meeting to augment government efforts. |
| What level of motivation exists for the education staff in Uruan LGA? | During our PTA meetings, the teachers are always complaining about allowances that have not been paid, salaries that are delayed etc. |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | Where would the increase come from? Most of our children are at present registered in schools. |
| What kind of incentives are in place to encourage school enrollment. | Thanks to Governor Godswill Akpabio, parents no longer pay school fees. Parents no longer pay WAEC fees. |
| How about Uruan LGA's capacity to enforce the child labor policy? | Uruan LGA is capable of enforcing the policy. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | That has to do with the poverty rate here which is quite high. This explains why in times past children here were mostly given out as houseboys and house girls. But that has ceased |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | Most of them are farmers and Traders. The few lucky ones Work in the LGA Council. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | It is not a way of life here anymore as I explained to you before. |

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| How accessible to the Public are educational facilities in Uruan LGA? | Everyone has access to enroll their wards in these schools |
| Thanks a lot for your time. Please do not be offended if I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | You are welcome; please feel free to contact me as necessary. |

| Participant 7 | |
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| Interviewer | Economics Teacher Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | We at Uruan lack good infrastructure in most of the schools. You can see (pointing) that building over there; see the roof it is blown off by the wind for over a year now it has not been repaired. When it rains students have to avoid that area. Students make their own chairs |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | We have schools everywhere. But the available ones are not well maintained. More in the towns than in the village schools. |
| How qualified are the teachers in these schools? | They are qualified, only that we are not much. The saving grace is the corps i.e. the NYSC members. They are filling the gap. They are not professional educationists in the real sense, but it is better for us to have them. |
| How would you rate the quality of education in Uruan LGA? | The quality is there but we have a lot of handicaps especially in the science fields like Chemistry, where you do a lot of practical. |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | We don't have much problem in that area. |
| What is the male/female school enrolment ratio in Uruan LGA? | It is evenly balanced, I cant really say one is more than the other. |
| In what context does child | For all I know, child labor does not stop any child |

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| labor exist in Uruan LGA? | from coming to school. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | Does child labor still exist here? No it doesn't. it may have been prevalent before but not now. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | The trend has gone down considerably. |
| What reasons would you adduce for these changes if any? | Now we have free education, unlike when parents had to pay school fees. The value placed on education. Yes, people have realized the importance of education and especially girl child education |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | The policy has favored all the schools in the state not only Uruan |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | Government will tell you that they are funding the schools but look at our classrooms. Some with blown out roofs, not enough chairs and table for students. In some cases we have combine classes. |
| What level of motivation exists for the education staff in Uruan LGA? | Which motivation are you talking out (voice rising in anger)? Our leave allowances have not be paid for some time now. Do we get car loans like others in the Ministries? I have to work down to school each day. |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | There wouldn't be much increase in student enrollment on account of the child labor policy at least here in Uruan LGA since most of the children are already enrolled in school |
| What kind of incentives are in place to encourage school enrollment. | The free education policy, No examination fees. |
| What can you say about Uruan LGA capacity to enforce the child labor policy? | It is simple, government should extend the task force to the communities from time to time and be strict with the penalty for those arrested outside during school hours. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the | It is a factor of poverty |

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| phenomenon of child labor? | |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | I believe most of the parents are farmers, traders, businessmen and business women. Some work at the LGA secretariat. Some even work in Uyo and return at the end of the day |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | For now nothing like that, but before, yes, it used to constitute a wage problem because of poverty rate here. Then parents used to handover their children to relatives in the city who promise them heaven and earth, but end up giving out these children as house helps. |
| How accessible to the Public are educational facilities in Uruan LGA? | Quite accessible and close to the settlements in the various communities. |
| Thank you very much for your time. I will make a summary of this study available to you if you need it. | Thanks you sir; I wish you good luck in your research. |

| Participant 8 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | Those of us that established private schools did so because of the lack of adequate infrastructure in public schools I Akwa Ibom state. We noticed it and cashed in on it. As you may have noticed, most private schools provide better infrastructure and a conducive atmosphere for learning. |
| What is the level of infrastructure dispersion between rural and urban areas in primary and Secondary schools in Uruan Local Government Area? | There are a lot of public schools as you can see. The private schools are not much in number in Uruan, except for Uyo the state capital. More facilities in the towns than in the villages. |
| How qualified are the teachers in these schools? | For the public schools I doubt I they have enough qualified teachers. But for the private schools like this one, every teacher here is just a graduate, but a graduate of education specialization in a particular discipline |
| How would you rate the quality of education in | Like I mentioned earlier, I can assure you that in most private schools in Akwa Ibom state as a whole the |

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| Uruan LGA? | quality is there, assured. The public schools cannot compete with us. |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | I wouldn't know for the public school, I have no such data. But for the private schools, I very much doubt. |
| What is the male/female school enrolment ratio in Uruan LGA? | I think it is evenly balanced. No parent would want to leave any child out of school in view of the enlightenment about the benefits of education to a child, family and society at large. |
| In what context does child labor exist in Uruan LGA? | Child labor? I'm sure we don't experience that anymore. Parents send their children to schools. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | I said earlier that child labor is almost extinct in Akwa Ibom state as a whole. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | We have noticed a downward trend in child labor in Akwa Ibom state. |
| What reasons would you adduce for these changes if any? | The Akwa Ibom state Child Rights Act, increased awareness on the part of parents , the free education policy etc. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | There is no special education policy for Uruan LGA rather the policy is for the whole Akwa Ibom state. Well with free education policy of the state government in place, Uruan LGA also has benefited. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | That is mainly for the public school. They are in a better position to answer that question. |
| What level of motivation exists for the education staff in Uruan LGA? | As for motivation, we in the private school motivate our staff commendably. For the public schools I have my doubts |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | They can cope with any increase. |
| What kind of incentives are | There is free education from primary to secondary |

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| in place to encourage school enrollment. | school. What is bigger than that? |
| What about Uruan LGA's capacity to enforce the child labor policy? | It is quite possible to do so. You can see the government is very serious about the task force |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | Most households cannot provide adequately for their children. Be that as it may, yet they no longer resort to child labor. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | Most parents are engaged in farming activities, trading, a few work with the LGA, some are retired civil servants i.e. Pensioners |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | No, it is not really a way of life in Uruan again. |
| How accessible to the Public are educational facilities in Uruan LGA? | They are accessible to all as you find fit. |
| Thank you very much for your time. I will make a summary of this study available to you if you need it. | You are welcome; I wish you good luck in your endeavor. |

| Participant 9 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | Well, I am a statistician and I work as the Operations Officer in this ministry of education. I can tell you with confidence that in Akwa Ibom state as a whole, we have a total of 2,288 public schools. For Uruan LGA alone we have a total of 90 public schools that are in use. All this schools are operational as you can bear me witness and government is trying its best to maintain them within the limits of available resources. |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? Schools and infrastructure. | Schools are duly well dispersed within the state. Excuse me (Searching for statistical year book of Akwa Ibom state). Ehmm, from this page 73 you can observe that there are public schools in all the local government of the state. The highest is Mkpato Enin |

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| | with 129 public schools. Uruan LGA like I said before has 90 public schools. Ukanafun LGA has 114 public schools and Ikono LGA has 113 public schools. Ibeno Ibom has 112 public schools and so on and so forth. (Laughing) |
| How qualified are the teachers in these schools? | We have highly qualified teacher in the state. The major problem the state is experiencing is that of shortage of the highly qualified teachers. In Uruan LGA, we have 392 teachers, made up of 132 males and 260 females. |
| How would you rate the quality of education in Uruan LGA? | The quality is okay. We don't have problem with that. |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | In public primary schools in Uruan LGA, we have a total of 29,671 registered children from Primary 1-6. For public secondary schools we have a total of 6,255 secondary school students from JSS1 - SS3. Therefore you will agree with me that the enrollment rate is high. In terms of dropout rate, I don't have data on that now, but from experience, I do know that dropout rate is quite negligible or even non-existent. |
| What is the male/female school enrolment ratio in Uruan LGA? | Please hold on. (Opening statistical year book to page 81). From this section you can see for yourself that the ratio is quite close. Okay, see now in SS1 class there are 399 male students and there are also 399 female students for the same class in Uruan LGA. I hope that answers your question. |
| Yes sir, Chuckling with general laughter. This is really interesting. | |
| In what context does child labor exist in Uruan LGA? | It no longer exists in any context whatsoever in this local government. It is a thing of the past. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | Perhaps earlier on child labor was a factor of poverty. Families had to engage their children in farming, petty trading, houseboy/ house girl servant thing etc. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | It has reduced very well. In Akwa Ibom state it is now a crime for a parent not to send his/her child to school. |
| What reasons would you | The personal commitment of Governor Godswill |

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| adduce for these changes if any? | Akpabio, the emphasis on education, Public awareness etc. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | It is good. At least education is free and compulsory and children don't have to pay examination fee for SSCE |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | Funding of schools is uniform in Akwa Ibom state. There is no discrimination or discrepancy. |
| What level of motivation exists for the education staff in Uruan LGA? | The teachers are well motivated. You can ask them. (Boasting) Obong Akpabio places much emphasis on education |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | I personally don't envisage much increase. This is because most of the children are already enrolled in school |
| What kind of incentives are in place to encourage school enrollment. | Free education policy, payment of examination fee by the Government of Obong Godswill Akpabio. |
| What capacity to enforce the child labor policy does Uruan LGA have? | Our people are very obedient people. They must obey government law. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | Well, I don't forget that poverty is at the root cause of this. When you are poor there are so many things you may not be able to do. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | Most of them are retired Civil servants, farmers, Traders and Politicians. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | Ehmm, I am glad you are also an Akwa Ibom state indigene. You know what am driving at (launches into native dialect) |
| No Sir, please continue in English Language | Okay. What I am saying id that unfortunately our area is poor and agrarian, people used to come here in search of house boys/ house girls. It became like an escape route for most families but things have |

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| | changed now. |
| How accessible to the Public are educational facilities in Uruan LGA? | Very very accessible. |
| Thank you very much sir for your time and such detailed information. I will make a summary of this study available to you if you need it. I trust you will be willing to provide further clarifications based on the issues we have discussed as necessary? | You are welcome; I will support your study in whatever way I can. Thank you. This is indeed an interesting area of study and government will be interested in the findings to help in setting out plans in the education sector. |

| Participant 10 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | The infrastructure in our primary schools is in a deplorable state at the moment. We have problems of lack of enough chairs and tables for the students, dilapidated structures and classroom. Even see my office, is it supposed to be so? No. |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | There are primary schools I believe in all the villages that make up Uruan LGA. |
| How qualified are the teachers in these schools? | My brother, we make do with NCE teachers, sufficiently qualified to handle the subjects here. |
| How would you rate the quality of education in Uruan LGA? | Standard of education has fallen generally in Nigeria. I remember during our days, Standard six (6) pupils can write good letter. It is not the case now. Besides, Uruan is a rural community after teaching students in the English Language they go back home and communicate in the native dialect. So what do we expect? |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | We seem not to have any problems in that area. Most children now are quite desirous to attend school. Once they are of school age, they register and begin; no drop out. |
| What is the male/female | It is well balanced. |

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| school enrolment ratio in Uruan LGA? | |
| In what context does child labor exist in Uruan LGA? | That was before now. Since Obong Akpabio came into power the practice of child labor has been banned. There is also a law to that effect. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | None for now, because it has been banned. Aaaaaah!! Hardly do I hear that children are still given out as house help; they only follow their parents to farm and market after school hours. You can expect this in every society, except may be in “oyibo” (foreign) land. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | Uruan people no longer give out their children as servants to city dwellers. And we are very happy about that. |
| What reasons would you adduce for these changes if any? | People are becoming more aware of the value of education. Before our parents emphasized training only the male child but now the situation has changed. Girls are now equally sent to school. Girl child education is on the increase. In some classes now you will find as much girls as there are boys. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | It does not concern Uruan alone; it is for all the schools in Akwa Ibom state. Government does not give the required attention to education as it used to be in our school days (previous times). |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | Funding is really a problem because there are things we require at times that we don't get quickly. You will write to the Ministry, but before they release the funds it will take time. |
| What level of motivation exists for the education staff in Uruan LGA? | We have a lot of arrears to be paid in the area of leave allowances. Before we were given bicycle loans, then m motorcycle loan, but now cars are very expensive. |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | If school enrollment increases more than this then we cannot cope. There will be much overcrowding of classrooms and without enough teachers s there will be problem. |
| What kind of incentives are in place to encourage school enrollment. | Free primary and secondary school is in place in Akwa Ibom state. No examination fee at SSCE level and even first school leaving certificate level. In that regard, Obong Akpabio has really tried. |
| What can you say about | Let me put it this way, there is a taskforce, although |

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| Uruan LGA capacity to enforce the child labor policy? | mainly in the city; but the youth committee here will drag any child found outside during school hours back to school. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | Poverty is the root cause of malfunctioning of households. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | Rural area, what do you expect to find here? (laughing) Farmers, Petty Traders, Palm wine Tappers, Hunters, Butchers, LGA workers, retirees etc. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | Child labor used to be with us here. But it has been abolished now. |
| How accessible to the Public are educational facilities in Uruan LGA? | Did anyone stop you from entering here as you were coming? You or anybody else can bring your child here and register such a child in this school. |
| Thank you sir, I really appreciate your time. I hope you will be kind enough to provide any further clarifications if I need any? Finally, I will make a summary of this study available to you if you need it. | You are welcome; I wish you good luck in your research. I am always available to support you. |

| Participant 11 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | As a parent, I hear my children complaining about their classrooms. Teachers say the same thing and I see it during PTA meetings. Their complaint center's around leaking roofs during rainy season. I had to make chairs for them to augment what the school is providing, because a situation where three to four students share one (1) table does not answer well for maximum concentration. Especially when taking class notes. |
| What is the level of dispersion of primary and | For all I know, there are primary and secondary schools in all the villages that make up Uruan LGA. |

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| Secondary schools in Uruan Local Government Area? | However, government cares more about the schools in the cities. |
| How qualified are the teachers in these schools? | Some of them are qualified, while some are still updating their certificates to higher standards. |
| How would you rate the quality of education in Uruan LGA? | My brother, the standard of education now leaves much to be desired. Some of my children cannot even make a complete and correct sentence in the English language. |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | I wouldn't really know about the exact rate. But what I do know is that no parent who is a friend of mine has complained to me personally that the child dropped out of school. Also, no such reports at PTA meetings |
| What is the male/female school enrolment ratio in Uruan LGA? | Nowadays, parents send both the male and female children to school. The time has gone when only boys were sent to school, while girls help in farm, market or married out early. |
| In what context does child labor exist in Uruan LGA? | I very much doubt if parents here in Uruan still subject their children to child labor. I myself I don't and I will never do it. I hope you know that the state House of Assembly enacted a law against it. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | It was because of poverty that people started engaging children from an early age to do some kind of work. There is no well-to-do parent that will start giving out the child as house boy/ house girl. That is the plain truth. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | Well, the major thing is that child labor is no longer fashionable around here. It is fading out fast around this place. |
| What reasons would you adduce for these changes if any? | Things have changed for the better. Government has started doing what they are supposed to do. Right now we have free education, no more SSCE/WAEC fees. That is a big relief to us parents. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | Government has favored parents with its free education policy. Now I don't have to bother about school fees and examination fees. |
| How would you assess the level of funding of Primary/ | I wouldn't really know for sure. But what I know as a parent is that my children complained to me that the |

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| Secondary schools in Uruan LGA? | roof of their school building is leaking during rainy season, and I also make classroom chairs and tables for two of my children. |
| What level of motivation exists for the education staff in Uruan LGA? | I am not a teacher myself. I think the teachers are in a better position to answer that. But I overheard one of them complaining about certain outstanding allowances. |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | Me I don't know oh! But government has to do something, and fast in terms of mass recruitment of teachers. |
| What kind of incentives are in place to encourage school enrollment. | Free education |
| What capacity to enforce the child labor policy does Uruan LGA have? | Why not? In Uruan as in most parts of Akwa Ibom state, it is a big offence for a parent not to send his/her child to school. In fact, you can't see any student outside during school hours. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | The major reason is because of poverty, divorce, single parenthood, irresponsible parents |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | Most of them are farmers, teachers, retired civil servants, palm wine tappers, hunters, traders, butchers, business men, some own provision stores etc. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | Is it really a way of life? We all grow up to assist our parents in the farm, at home to wash plates, sweep the house and clean the house. But child labor as I understand it is because we are poor. |
| How accessible to the Public are educational facilities in Uruan LGA? | We all have access to schools here. I mean everybody is free to register his/her child in any of the schools in Uruan. |
| Thank you very much for your time. I will make a summary of this study available to you if you need it. | Thank you dear, you are welcome; I wish you good luck in your study. Sure I will need it please. |

| Participant 12 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | In our days in the Ministry, most schools were well equipped. All the schools were not that much compared to now but the little we had was well maintained. When I go out and I still see those structures still in use without much improvement I feel sad. Not much has been done in terms of building new structures. |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | In terms of that, we have a greater dispersion of both primary and secondary schools now as compared to our days in the Ministry of education. most of the towns in Uruan have both primary and secondary schools, but not much facilities in the local villages. |
| How qualified are the teachers in these schools? | Most teachers in our days even with their little qualification performed better than the so-called graduates of today. Those teachers were more committed to the job. Teaching then was viewed as an honorable profession. |
| How would you rate the quality of education in Uruan LGA? | It is nothing compared to past times |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | With the new approach of the government I don't expect students to drop out of school. Besides people have realized the importance of education. |
| What is the male/female school enrolment ratio in Uruan LGA? | The ratio should be very close since parents now believe in educating the girl child too. |
| In what context does child labor exist in Uruan LGA? | It is low, I must admit to you. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | I told you that it has gone down considerably now, But before yes, we used to have that with us. As you are aware, Akwa Ibom State was notorious in the supply of house boys and girls to city dwellers. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | The trend is on the downward decline. I tell you the issue of denying children the opportunity to educated was very prevalent in this part of the world some years back. But thank God, the government has stopped all that. Again, parents have seen the need to educate |

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| | their children in this age and time. |
| What reasons would you adduce for these changes if any? | Now most people want to send their children to school. As I said, there is more awareness of the ills of ignorance. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | Good. At least there is free education, but not enough facilities and teachers. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | There are more schools now than in our own days. Funding will definitely constitute a problem. |
| What level of motivation exists for the education staff in Uruan LGA? | Not much really. You still have some of them complain of complete neglect in terms of payment of salaries and allowances. I would not say they are quite happy by brother. |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | I believe they can cope especially now there are plenty of schools. But the government should improve the classrooms, desk and chairs and employ more teachers. |
| What kind of incentives are in place to encourage school enrollment. | Education is free and compulsory. |
| What about Uruan capacity to enforce the child labor policy? | It is possible, taskforce should be sent out to the communities to monitor. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | Family life in our days is quite different from what I see nowadays. Having a child out of wedlock was seriously frowned at. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | Some of the parents still engage in farming, some are traders selling things in the market and stores. Some have retired and relocated home. Some work at the local government. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | Well, it is true that children here were engaged in child labor before because parents could not send them to school. |
| How accessible to the | They are quite accessible to all. |

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| Public are educational facilities in Uruan LGA? | |
| Thank you very much for your time. I will make a summary of this study available to you if you need it. | Thanks too, I have learnt something from this interaction. I will very much want to read the result of the study. Good luck. |

| Participant 13 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | Please help me tell government to come and repair our schools here. The schools need to be renovated to meet modern standards. |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | We have plenty of schools in all the villages if it is that one. Although, not all are well equipped, with sufficient teachers. |
| How qualified are the teachers in these schools? | Government set certain standards before employing them. So I believe they are qualified if not government will not employ them. |
| How would you rate the quality of education in Uruan LGA? | The teachers are trying their best, but from what I see there is a lot to be done. |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | I don't think students are dropping out of school now after enrolling, unless the ones that did not enroll at all. In our women's meeting we encourage all mothers to send their children to school |
| What is the male/female school enrolment ratio in Uruan LGA? | We send all our girls to school now. It is not like before when parents send all the boys |
| In what context does child labor exist in Uruan LGA? | We have stopped using children for farm work, or domestic work during school hours. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | Lack of enough money to feed the family made our parents those days to send their children to work as servants in other people's homes in the big cities. |
| What noticeable changes | We are not doing it again like before. |

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| have occurred in the trend of child labor in Uruan LGA? | |
| What reasons would you adduce for these changes if any? | Things have changed having learnt from our mistakes i.e. parents, we now want our children to go to school. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | One of the best things to happen to us in Akwa Ibom state as a whole is this policy of free education. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | There is room for improvement because the teachers are complaining. |
| What level of motivation exists for the education staff in Uruan LGA? | I don't think they are adequately motivated. |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | I don't really know for sure, but all our children we sent them to school already. |
| What kind of incentives are in place to encourage school enrollment. | Free education is in place. |
| What capacity to enforce the child labor policy does Uruan LGA have? | We have obeyed government already before this time. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | We have been advising our women during meetings to join hands with their husbands to build up their homes. The youths too we have been advising to keep away from pre-marital sex so as to avoid unwanted pregnancy especially teenage pregnancy. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | We have farmers, traders, Local Government staff etc. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | Those days, people used to employ little children as servants but not anymore around here. |

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| How accessible to the Public are educational facilities in Uruan LGA? | All of us have unrestricted access to these schools. Both to enroll our children and to use the field for soccer matches and cultural day carnival and other occasions. |
| Thanks a lot for your time. Please do not be offended if I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | Thank you. You are welcome; please feel free to contact me as necessary. |

| Participant 14 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | Not like before when the schools were newly built they were nice, but now no money for maintenance. |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | We have primary schools in all the villages. |
| How qualified are the teachers in these schools? | We have qualified teachers but when they transfer them from Uyo down here they work their way back to Uyo, the state capital. So we make do with the few qualified ones that are willing to sacrifice and stay with us here in the village. |
| How would you rate the quality of education in Uruan LGA? | We are trying our best to ensure that good standards are maintained. |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | It is very low or even non-existent. |
| What is the male/female school enrolment ratio in Uruan LGA? | There is a marked improvement on that. Parent now send the girls to schools as of right. |

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| In what context does child labor exist in Uruan LGA? | It has reduced considerably. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | What caused child labor in the first place is because these parents are poor? |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | People don't send their children to farm again instead of school. Parents no longer send their children to sell things during school hours. |
| What reasons would you adduce for these changes if any? | Enlightenment campaign by government. We also try our best to talk to these parents. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | Both parents and students have benefited from government free education policy. They are encouraged to be in school. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | Not as much as we would expect. We need more money to fix the classrooms. We need more money for chairs and tables. Not just to make new ones but also to repair broken down chairs and tables. Then our allowances also require attention. |
| What level of motivation exists for the education staff in Uruan LGA? | Where does motivation come in when our allowances are still outstanding? |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | Anybody that comes we admit. Where there are no chairs and tables we tell the parents to make one for their child. |
| What kind of incentives are in place to encourage school enrollment. | Free education. |
| What capacity do you consider Uruan LGA has to enforce the child labor policy? | First, the parents have a big role to play here. They must see the need to give their children a basic education. The parents should be the first enforcer. Then the government should make education affordable so that parents do not have any excuse. |
| In what ways have the malfunctioning of households in Uruan LGA | In a way yes it has contributed because if parents were alive to their responsibilities they will not engage these children in arduous tasks. |

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| contributed to the phenomenon of child labor? | |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | What else can these parents do in this village other than farming, petty trading, and business generally? Like you know, there are no factories in Akwa Ibom state to employ so many people. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | Child labor was common here before but none people of Uruan don't rely on it again. |
| How accessible to the Public are educational facilities in Uruan LGA? | We operate an open door policy. As you bring your child, we register him/her in the appropriate class. |
| Thanks a lot for your time. Please do not be offended of I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | Please feel free to contact me as necessary. Thank you. |

| Participant 15 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | The infrastructures in most of the schools are in a deplorable state. I have personally written to the state Ministry of Education in Uyo to come to our aid by way of renovating the school and providing more chairs and tables for the use of the students. |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | Dispersion is not a problem as schools are sited in most of the villages around here. But by all means maintain the ones you have, especially the ones in the rural and riverine areas. |
| How qualified are the teachers in these schools? | We have qualified teachers but they are not enough. If not for the corpsers I don't know how we would have coped. |
| How would you rate the quality of education in Uruan LGA? | My people say better soup na money make am (Launching into local parlance or folklore). If you want quality to improve then devote more to education. |

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| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | The students enrolled here in this school are still here with us. None has dropped out yet. |
| What is the male/female school enrolment ratio in Uruan LGA? | The competition is very high. |
| In what context does child labor exist in Uruan LGA? | It has gone down considerably here in Uruan LGA. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | It is a result of poverty; nothing more, nothing less. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | People around here have risen to the challenge of abandoning that idea. They now abhor it. |
| What reasons would you adduce for these changes if any? | Perception. People are beginning to think differently. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | It doesn't relate to Uruan LGA alone. The policy concerns the whole of Akwa Ibom state. Just like in the other areas of the state, our students here also enjoy free education. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | Funding is a big problem to us here. |
| What level of motivation exists for the education staff in Uruan LGA? | Not much really because often times when staff goes on leave their allowances could take up to 6 months to 1 year before they (staff) get paid. |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | The truth is that if there is a massive increase we can't cope. Some of the classrooms are at the moment not in use because of no roofs, not enough chairs and tables. |
| What kind of incentives are in place to encourage school enrollment. | Free education. |
| Does Uruan LGA have the | The ability is there to enforce it. The youths have |

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| capacity to enforce the child labor policy? | organized themselves into a council. The youth leader ensures that students in the villages do not loiter around during school hours. He is called the Obong Mkparawo |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | In a way it has surely contributed. When a parent cannot even feed his children and sends them to work from an early age, what do you expect? |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | What meaningful work is there to do in the village? Most of them engage in farming, trading, some commute to Uyo to work as gatemen, drivers etc. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | It is only natural in the sense that most households use children to do farm work. The females wash, cook, sweep and clean the home. Around here before they use to hire out children as servants. |
| How accessible to the Public are educational facilities in Uruan LGA? | Schooling is free, so it is easily accessible. |
| Thanks a lot for your time. Please do not be offended if I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | It's my pleasure sir. Please feel free to contact me as necessary. |

| Participant 16 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | It is not too encouraging. Like this place now, we truly hope and wish it could be made better. |
| What is the level of dispersion of primary and Secondary schools infrastructure in Uruan Local Government Area? | In that regard, there is no problem about the dispersion of schools. The schools are many, but school facilities like good classrooms, even writing board are not adequate in most schools in the communities. |

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| How qualified are the teachers in these schools? | There are qualified teachers teaching in the various schools. The only problem is that they are limited in number. |
| How would you rate the quality of education in Uruan LGA? | There is quality in Uruan but don't forget that Uruan is a rural community. |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | Those who dropped out before are regretting it now. So parents have learnt to encourage and even force their children to school. Those who dropped out those days or who didn't have the opportunity to attend school are with us here in this Centre. |
| What is the male/female school enrolment ratio in Uruan LGA? | The girls are ably competing with the boys in terms of enrolment and attendance. |
| In what context does child labor exist in Uruan LGA? | We have warned parents against it. The idea of using children for farming, selling things and as servants has been banned by the state government. We are not saying, children should not assist parents, but not during school hours. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | Those are in the past now. But poverty is the major reason for child labor in Uruan LGA as in most other areas. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | It is coming down now unlike before when children were equally breadwinners in their homes. |
| What reasons would you adduce for these changes if any? | The current trend of events. Child labor is no longer fashionable around here. Besides it has been banned by the government. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | The whole state has benefitted from governments. Free education policy. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | Government is doing its best to fund all these schools. But one would have hoped that government channels more money to education in the state. |
| What level of motivation | When teachers complain of being owed allowances it |

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| exists for the education staff in Uruan LGA? | is very sad and painful. In such a situation do you really expect them to be motivated? |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | I don't foresee student enrollment ratio rising automatically overnight. Uruan is a rural community with limited population. |
| What kind of incentives are in place to encourage school enrollment. | Government has introduced the free education policy. I hope you know that our students don't even pay examination fees; government pays for that too. |
| What capacity to enforce the child labor policy does Uruan LGA have? | The local government secretariat is there to monitor non-compliance with the child labor law. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | In a lot of ways of course. After all, the problem of child labor is a consequence of lack of adequate parental care for these children. If parents perform their duties to their children there won't be child labor. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | What do parents in villages do? Farming, petty trading, hunting, driving commercial vehicles and motorcycles. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | It used to be a means of sustenance here but parents have stopped giving out their children as servants. |
| How accessible to the Public are educational facilities in Uruan LGA? | It is very easy to enroll your child in any of the schools in Uruan LGA. |
| Thanks a lot for your time. Please do not be offended if I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | Please feel free to contact me as necessary. It's my pleasure. |

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| Participant 17 | |
| Interviewer | Response |

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| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | The state of the infrastructure in this school gives me cause for serious concern. Not only are the classrooms in a bad shape, there uncompleted blocks are also there to contend with. We don't have good toilet facilities for the students. All entreaties to the ministry people have not elicited the desired response. |
| What is the level of dispersion of infrastructure in the primary and Secondary schools in Uruan Local Government Area? | Our problem is not availability of schools. But one of taking adequate care of the ones we have. |
| How qualified are the teachers in these schools? | The few that are here with me are qualified but I need more qualified teachers. |
| How would you rate the quality of education in Uruan LGA? | We are trying our best but the quality is not like what you have in places like Uyo the state capital where they have better qualified teachers. |
| What information can you provide on student enrolment and dropout rate in Uruan LGA? | Not to my knowledge that students are dropping out of school. |
| What is the male/female school enrolment ratio in Uruan LGA? | The figure is quite close. Gone are the days when only boys are registered in school |
| In what context does child labor exist in Uruan LGA? | It used to be in the form of house boys, house girls, hawkers etc. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | The major reason of child labor is poor parental background. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | Parents now have stopped the practice of sending their children as house helps to the cities. |
| What reasons would you adduce for these changes if any? | The parents have just realized that there is no profit in it. How much do they pay these children after all the suffering? |
| How would you evaluate the role of government | All the students in Akwa Ibom state are benefitting in terms of free education policy of Governor Godswill |

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| policy with regard to the education sector in Uruan LGA? | Akpabio. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | Funding is not enough for us at all. We have a lot of things to do but where is the money to do them? |
| What level of motivation exists for the education staff in Uruan LGA? | We can't be talking about motivation, when even as a headmaster of this school I don't even own a car. Do you know how long our leave allowance has been outstanding? |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | If that type of thing happens we cannot cope. Which classroom will the new students use? Unless they will seat on the bare floor or under the tree. |
| What kind of incentives are in place to encourage school enrollment. | The students are enjoying free education. |
| What capacity to enforce the child labor policy does Uruan LGA have? | The ability to enforce the policy is there. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | It has done so in a lot of ways. When parents don't send their children to school they grow up as miscreants. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | Farming is the major occupation of rural dwellers. So it is here. Some also own provision stores, some are drivers, etc. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | It is common everywhere not only in Uruan. However it has been banned here in Akwa Ibom state. |
| How accessible to the Public are educational facilities in Uruan LGA? | Education is a free for all things in Uruan. |
| Thanks a lot for your time. Please do not be offended if I request additional clarifications based on our | You are welcome; please feel free to contact me as necessary. It's my pleasure. |

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| discussion. I will make a summary of this study available to you if you need it. | |
| Participant 18 | |
| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | The infrastructure here is bad unlike the former school where I was teaching at Uyo. |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | Most of the villages have primary and secondary schools |
| How qualified are the teachers in these schools? | They are qualified. Some of my colleagues have first degree and some have NCE. |
| How would you rate the quality of education in Uruan LGA? | Uyo has a higher quality |
| What information can you provide on student enrolment and dropout rate in Uruan LGA? | Well, since I was transferred to this place from Uyo, I have noticed that. |
| What is the male/female school enrolment ratio in Uruan LGA? | There are plenty of girls as there are boys the ration from my observation is quite close. In that regard, am impressed. |
| In what context does child labor exist in Uruan LGA? | I have not really noticed it in this place since I came over here. This very much unlike in Uyo where you can see some children selling biscuits, chewing gums in the traffic running after cars to sell things. Even some of the children sell pure water. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | I told you that I have not noticed it here like in Uyo. Even if students here do child labor but it is not during school hours. |
| What noticeable changes have occurred in the trend | That is what is saying that they have reduced it here to the lowest level. I cannot notice it here the way it is at |

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| of child labor in Uruan LGA? | Uyo. |
| What reasons would you adduce for these changes if any? | The people are becoming more sensible. What do you gain from child labor- How much? Everybody wants the child to go school. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | Government has introduced free education for all the students. That is good. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | I believe it is better in Uyo. Maybe because it is the state capital. |
| What level of motivation exists for the education staff in Uruan LGA? | It is better in Uyo than in this village. We used to get things easily in Uyo than this place. |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | The increase will not be much if at all. But if it is too much, then we cannot cope. |
| What kind of incentives are in place to encourage school enrollment. | There is no other incentive other than free education policy and no payment of examination fees. |
| What capacity to enforce the child labor policy does Uruan LGA have? | Why not. The local government is there to supervise compliance with government policy. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | In most cases when parent guardians don't take good care of their children the result is child labor. So it has contributed in a way. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | Most of them don't really have company jobs in that sense. The only ones that are doing good jobs are the ones working with the local government. The rest are farmers, drivers etc. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | Before when people on the cities need house boys and house girls, they say "go to all those Calabar people" as they call us. But now things have changed. None of the parents here will give out their child to you for such menial tasks again. |

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| How accessible to the Public are educational facilities in Uruan LGA? | The people here enjoy equal access to the facilities in the school here. Once you bring your child to register him or her, the school authorities do so. |
| Thanks a lot for your time. Please do not be offended if I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | You are welcome. |

| Participant 19 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | The condition of schools in the state is not what it used to be a few years back. I just don't know what is happening to our school system. I was discussing with one of the principals the other day; what he told me shocked me. To the extent that students have to be combined in some classes. Not enough chairs and tables. Roofs are leaking, no money to repair them. It is pitiable. |
| What is the level of dispersion of infrastructure in the primary and Secondary schools in Uruan Local Government Area? | Schools are well dispersed all around Uruan LGA. No doubt about that. But they deserve better attention than they are getting e.g. school buildings – some are almost completely dilapidated. |
| How qualified are the teachers in these schools? | Qualified teachers are not many from my observation. As for the corpsers, well some of them are okay, but some are just manageable. It is better to have them than nothing. |
| How would you rate the quality of education in Uruan LGA? | The absence of enough qualified teachers will definitely affect standards. |
| What information can you provide on student enrolment and dropout rate in Uruan LGA? | It will not be easy for any student to abandon school in this state now. The law does not permit it. It is a big offence in this state for a parent not to send his or her child to school. |
| What is the male/female | The girls and the boys are in serious competition for |

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| school enrolment ratio in Uruan LGA? | education everywhere you go in this state. The ratio is quite close. |
| In what context does child labor exist in Uruan LGA? | The question of child labor has been resolved by the state house of Assembly that enacted a law against child labor. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | Poverty is the major reason. Another reason is irresponsibility on the part of parents. Again, some children when you send them to school they go about playing truancy. They detest going to school and the result is that they drop out of school and take up menial tasks or begin to learn a trade like vulcanizing tires, mechanic works etc. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | It has reduced greatly around here |
| What reasons would you adduce for these changes if any? | People are beginning to reason and see things differently. Parents who could not send their children to school can now do so on account of government free education policy. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | It has helped us a lot here in Uruan and I believe in the whole of Akwa Ibom State. The free education policy is a welcome development. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | There is a lot of room for improvement in that area. If the schools were well funded by government I won't be seeing some of these dilapidated structures. We need modern and well-equipped classrooms and laboratories for science practical sessions. |
| What level of motivation exists for the education staff in Uruan LGA? | These teachers I see every day are clearly not well motivated. |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | How do you expect them to cope in this condition? We are saying that some classrooms lack enough chairs and tables that they are overcrowded, and you are still anticipating bringing in more students. |
| What kind of incentives are in place to encourage school enrollment. | The major incentive is the free education policy |
| What capacity to enforce the child labor policy does | It can be done. All you need is to get the local government conduct a sensitization programmer for |

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| Uruan LGA have? | parents and youths alike. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | That one is an issue that is at the heart of societal decay. When parents don't set good examples for their children what do you expect? |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | There is not really much to do in terms of employment in a rural community such as ours. There are no manufacturing companies even in Uyo. The state is basically a civil service state. Most parents here are farmers, petty traders, drivers, and what have you. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | This area was into it very well but not anymore. |
| How accessible to the Public are educational facilities in Uruan LGA? | Education is free and open to all in Uruan. Let's assume a parent brings his/her child from another local government to register them here we accept them. We have never turned back any student. |
| Thanks a lot for your time. Please do not be offended of I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | Please feel free to contact me as necessary. The pleasure is mine. |

| Participant 20 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | It is really surprising to me, that the buildings we used as students many years ago are what our children still use without much improvement on these old structures. Even to provide enough tables and chairs for the students is still a problem. The result is over crowding of classrooms. |
| What is the level of infrastructural dispersion in primary and Secondary schools in Uruan Local Government Area? | There are plenty of schools in Uruan LGA. I believe they are well dispersed. No good infrastructure though |

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| How qualified are the teachers in these schools? | That one is an entirely matter. Education in Nigeria now has developed K-leg. We need to strengthen it. Even the so-called qualified teachers are they committed to their duties? |
| How would you rate the quality of education in Uruan LGA? | Quality will definitely be affected by these things. Lack of enough qualified teachers, inadequate classroom blocks, lack of commitment on the part of teachers, lack of adequate funding. |
| What information can you provide on student enrolment and drop-out rate in Uruan LGA? | If it is that one, students don't drop out of school like before. They have seen their senior brothers and sisters who endured and went to school, how they are making it in the city. So that is a motivating factor for them. Besides, their parents no longer pay school fees. |
| What is the male/female school enrolment ratio in Uruan LGA? | We now send our daughters to school in Uruan as much as we send the boys. |
| In what context does child labor exist in Uruan LGA? | To tell you the truth, child labor is not fashionable in this place again. Government enacted a law against it and still gave us free education. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | Poverty pushed my people into it. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | We have abandoned that idea. It is going down fast and fading away. |
| What reasons would you adduce for these changes if any? | Free education, government legislation against child labor and the trend of things now. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | Government has tried for us in the whole of Akwa Ibom state. Free education, no examination fee, scholarship scheme for deserving students to continue their education to university level. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | The schools are too many so funding has become a major problem. |
| What level of motivation exists for the education staff in Uruan LGA? | I heard one teacher complaining the other day over unpaid allowances. If you look at them well self, you will know that they are not well motivated. |

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| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | I am sure if school enrollment goes beyond what I am seeing now, the schools cannot cope. |
| What kind of incentives are in place to encourage school enrollment. | Free education is the major incentive |
| Does Uruan LGA have the capacity to enforce the child labor policy? | We are equal to the task of enforcing the child labor policy. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | Everything boils down to the role of the family. When families function well the society benefits, if not the effect could be disastrous. Before in Uruan we used to have a high level of pregnancy but thank God that has reduced now. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | We as a rural community are into farming basically. We also trade, go to the market to sell things. We also have drivers amongst us. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | Well, we used to engage in it before, I won't tell you lies but now we have realized our mistakes |
| How accessible to the Public are educational facilities in Uruan LGA? | All of us here have access to the schools in Uruan. Nobody is stopping anybody from enrolling the child in any of the schools. |
| Thanks a lot for your time. Please do not be offended if I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | You are welcome; I look forward to reading the report. Thanks. |

| Participant 21 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan | I happen to have schooled in port Harcourt the Rivers state capital and I saw the transformation taking place in the educational sector over there. What I see here in |

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| Local Government Area of Akwa Ibom State? | terms of school buildings is nothing compared to what is obtained in most LGAs of Rivers state. I hope the authorities here learn a thing or two from that. There even primary schools have computers and ICT curricula. |
| What is the level of dispersion of primary and Secondary schools in Uruan Local Government Area? | There are lots of primary and secondary schools in Uruan LGA. The schools are well dispersed |
| How qualified are the teachers in these schools? | I am just a corper doing the National service here in Uruan. Among the permanent staff that I met here on arrival for the youth service year are graduates of various disciplines but there are not enough of them. I am sure our presence here is taking the pressure off them. |
| How would you rate the quality of education in Uruan LGA? | We on the teaching side are doing our best to teach these students. But you must recognize that some of these students are not studying hard enough. Quality of education does not rest on teachers only. The students also have to play their part. |
| What information can you provide on student enrolment and dropout rate in Uruan LGA? | If it is coming to school, the students come but let them take their studies seriously. |
| What is the male/female school enrolment ratio in Uruan LGA? | There are plenty of girls around here in Uruan. You need to see them during inter house sports competition, and then you will appreciate what is saying. |
| In what context does child labor exist in Uruan LGA? | Although am not from this state, but with what I have noticed here, I don't think child labor is still persistent in Uruan. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | There is no other thing that encourages child labor other than an environment replete with poverty. |
| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | It is clear that it has reduced in Uruan. |
| What reasons would you | Everywhere you go now, people are beginning to pay |

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| adduce for these changes if any? | adequate attention to education. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | Government policy both at the National and state level has been favorable. The universal Basic Education Scheme is there're for primary schools. Then there is also the free education policy for both primary and secondary schools in this state. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | I wouldn't really know the exact figures, but the infrastructure on the ground does not suggest that the schools are well funded. |
| What level of motivation exists for the education staff in Uruan LGA? | The teachers complain a lot about non-payment of their allowance. We are corpers so the school does not pay us anything. |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | I don't think there will be much increase on account of the child labor policy. Most of the students in this village who are supposed to be in school are already in school, but more teachers are needed. The headmaster mentioned this at the last meeting. |
| What kind of incentives are in place to encourage school enrollment. | Free Education, this is very important to us. We hope the government will provide more books and teachers to give the children the kind of education we got in our school days. |
| In what way do you think Uruan LGA have the capacity to enforce the child labor policy? | They can do it. With free education, the parents will encourage their children to go to school. Besides, the government task force is capable of ensuring every child is in school during school hours. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | Such things have a way of affecting the society at large. Like broken down homes. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within Uruan LGA? | The parents I see here are into various trades like farming, petty trading, drivers etc. |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | For now no, but before yes. |
| How accessible to the Public are educational | The Uruan people and all other Nigerians have equal access to all these schools you are seeing. The student |

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| facilities in Uruan LGA? | population is made up of different ethnic nationalities. |
| Thanks a lot for your time. Please do not be offended of I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | I will like to know the result please. Do feel free to contact me as necessary. |

| Participant 22 | |
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| Interviewer | Response |
| What is the present state of infrastructure in the education sector in Uruan Local Government Area of Akwa Ibom State? | There is nothing to write home about the state of infrastructure in these schools. The saving grace in this school is the renovation work that was carried out by a good Samaritan from this village. He noticed the deplorable state of the school buildings and brought in contractors to renovate the classrooms. As you may notice in some schools in the city, government has provided more school infrastructure to the schools in the city than in the villages. |
| How qualified are the teachers in these schools? | We teachers are qualified to teach these students. There is no teacher that doesn't hold an NCE qualification. |
| How would you rate the quality of education in Uruan LGA? | The quality is up to standard. |
| What information can you provide on student enrolment and dropout rate in Uruan LGA? | We have plenty of students in this school. Most of the classrooms are already full. |
| What is the male/female school enrolment ratio in Uruan LGA? | The girls are even more than the boys in some of the classes. |
| In what context does child labor exist in Uruan LGA? | Child labor is not reigning here again; we have changed for good. |
| What factors will you identify as the major reasons for this phenomenon of child labor in Uruan LGA? | It is poverty that caused it. |

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| What noticeable changes have occurred in the trend of child labor in Uruan LGA? | It will be difficult for you to notice child labor in Uruan. |
| What reasons would you adduce for these changes if any? | Improve educational standards of parents, uncles, family relations. They encourage their children and younger ones to go to school. |
| How would you evaluate the role of government policy with regard to the education sector in Uruan LGA? | It has been so good under Governor Akpabio. Free education for all primary and secondary school students. No examination fees again. We have never had it so good. We just need more teachers to cope with the teeming pupils population. |
| How would you assess the level of funding of Primary/ Secondary schools in Uruan LGA? | The money government is spending on free education in this state is much? I think that is the reason schools here don't receive much from government in terms of subventions apart from salaries. |
| What level of motivation exists for the education staff in Uruan LGA? | Government is not motivating us well over here. Please tell them to pay our outstanding allowances oh!! |
| How would you rate the ability of schools in Uruan LGA to cope with the anticipated increase in Student enrolment ratio? | We can cope if they send us more teachers. |
| What kind of incentives are in place to encourage school enrollment. | Free education has prompted some of the poor parents to register their children in school. |
| How does Uruan LGA plan to enforce the child labor policy? | We are already doing our best by talking to the parents to send their children to school. We also tell them about the free education policy of government. |
| In what ways have the malfunctioning of households in Uruan LGA contributed to the phenomenon of child labor? | That is a sensitive issue because you know the African traditional way of life where the man dominates. Some of these problems you notice in homes around here may just be the result of high handedness on the part of the husbands. I know what am talking about. Some of them have concubines and they have children by these concubines. Yet they cannot cater for them. The result is child labor. |
| Could you provide an insight into the occupational level/ employment profile of parents/ guardians within | They don't really have much to do in Uruan being a rural community. Some of them are farmers, traders, a few teach, some are drivers etc. |

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| Uruan LGA? | |
| In what ways would you consider child labor as a natural phenomenon or a way of life in Uruan LGA? | In every village you visit you will surely notice child labor taking place; it is not only here. |
| How accessible to the Public are educational facilities in Uruan LGA? | There is no question about that. The schools are open to every pupil. |
| Thanks a lot for your time. Please do not be offended of I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | You are welcome; thank you. |

| Participant 23 | |
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| Interviewer | Response |
| Thank you so much. In fact looking at your pedigree I have seen that you did your teachers training, you did your college of education; you did your B.A. in education or so many others in education. So you are a truly bred educationist. We have some open ended questions that we would ask and we seek your answers. The project will be publicly available on the internet and if you want a copy, I will give it to you. | Thank you very much. |
| So Madam, what would you say is the state of infrastructure in education sector in Uruan Local Government? | Infrastructure in terms of buildings? |
| Yes, infrastructure in terms of buildings, in terms of classrooms | Regrettably, I may say the Akwa Ibom state government has tried to build school, classrooms, but not in all the schools that this has been done, for example in the interior part of Uruan; the side that you |

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| | cross water to – I think the government presence is not felt there. It is only in the Urban areas. |
| (Interviewer interjects and repeats okay, it is only in the urban areas, so some remote areas where the roads are very bad or where you have to cross water, government presence in terms of provision of school infrastructure is not felt so much). | (interjects and repeats the word infrastructure after the interviewer) They need to improve in that area. |
| What about in terms of availability of qualified teachers to actually educate these children when they come to school. Do we have them in good number? | Ahhm, for the qualified teachers well, regrettably too, we don't have many qualified teachers in the rural areas (pointing). You know the educated ones would love to stay in the urban areas where they have modern facilities to enjoy. Leaving the rural areas to suffer mostly in Uruan where you cross water and where you don't have good access roads. (interviewer interjects okay).So that is hindrance |
| Now you did mention that Akwa Ibom state you know, already has a drive for free and compulsory education | Yes they even have task force that arrests children on the road, when others are in the school others are selling; the task force then will arrest them. In addition the law has been passed on child labor in Akwa Ibom state. That is why it is made compulsory. |
| (Interviewer concurs) Okay, Okay. Alright so the government is ehm proactively ehm arresting children that are not in school during school hours (said simultaneously by interviewer and interviewee) when they ought to be in school. | That's right. |
| Now what do you think or what is your opinion about the concept of child labor, in Uruan LGA do we still have prevalence of child labor; people selling on the street, people doing house help, people helping their parents in the farm, people fishing, you know children that ought to be in school as their fundamental | This has greatly been reduced in recent times compared to some 5 to 10 years ago. |

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| right who are not in school | |
| Do we still have prevalence of these in Uruan LGA? | Yes, we still have those kind of children not in the urban areas (striking the table with a hand fan for emphasis) but in the rural areas. We still have children going to the farm to help their parents while they are supposed to be in the school. We still have children doing one thing (demonstrating with her hands) or the other while during school hours |
| (Echoes Yeah! Yeah!) so that sends a clear signal to the task force that the government has, that probably they need to do more, because if we still have prevalence of these children, the task force believe the task force needs to do more. | The task force in only functioning in the town |
| Okay in the Urban areas (twice) | |
| Now let me ask. Madam like communities that you have to cross water, or the, the farm settlements, or communities that you have to cross water, is there any provision for schools in those communities? | Yes there is school. (Waving hand fan) but ehm, this law enforcement has not reached there, so as there are schools there, most of the teachers don't like going there because sometimes there is no access roads. |
| Yeah, they have to cross the water. | (Repeats) they have to cross the water; they have to trek on bad roads. |
| Responds okay. | So that is why the teachers refuse to go there. |
| Okay okay. (Brief interlude) | |
| (Interview resumes) okay madam you did mention ehm, about task force. Do they have a specific name that we can make reference to? | Yes, task force on compulsory education. The task force on compulsory education is acknowledged to be more active in the urban areas than in the rural areas. This has forced parents in the urban areas to ensure that their wards comply with the child rights Act. When children who ought to be in school are arrested outside the school and during school hours, they are taken to the police station, followed by an arrest of their parents by the police. The parents will be required to pay a stipulated amount of money before their children can be released, so in the urban areas the parents are trying, but in the rural areas the parents have lukewarm attitude towards this area. |
| Okay (Repeats) task force on | |

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| <p>compulsory education in Akwa Ibom state. Okay incidentally this task force only functions in the urban areas but in the rural areas and riverine areas they hardly go there.</p> | |
| <p>Okay, I will also like to know, ehm, would you think the awareness of parents or what is the parent's contribution in ensuring that children actually are in school, children that ought to be school are in school.</p> | <p>Yes in the urban areas the parents may be afraid of being arrested when their wards are arrested. Because when these children are arrested they are taken to the police and the police will now in turn (Interviewer interrupts with "trace the children, sorry trace the parents") interviewee corrects and says, "no trace the parents" and arrest the parents and they have a stipulated amount of money to be paid (yawns), so in the urban areas the parents are trying, but in the rural areas the parents have lukewarm attitude.</p> |
| <p>Okay, okay, so basically ehmm, it works better in the Urban areas</p> | <p>(Intersects) The parents can enforce this on the children in the urban areas, and because the task force doesn't go to the rural and riverine area than it is very difficult to track them there.</p> |
| <p>Now, madam ehm, we have discussed the concept of child labor and the level of preparedness of the education sector to fully implement this. Now is there any other thing you may want to tell us in the course of the study? Is there any other comment you may want to give us while looking at this, because from here we are still going to try to gather more information.</p> | <p>Yes, I will advise you to write the government to make provision for the rural areas also. Because they so concentrate in the Urban and leave the rural areas to suffer. And you should make your own copy available to the government.</p> |
| <p>Okay, that is already sorted as I said to you earlier, (Tape malfunctions and stops)</p> | <p>Nothing can replace knowledge. Training of teachers is very, very important. The ones selected to attend these courses or seminars, when they return, you as their boss will definitely notice a marked improvement in their training skills and on the job performance.</p> |
| <p>Madam thanks a lot for your time. Please do not be offended of I request additional clarifications based on our discussion. I will make a summary of this study</p> | <p>You are welcome; please feel free to contact me as necessary. I look forward to reading the final report please.</p> |

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| available to you if you need it. | |
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| Participant 24 | |
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| Interviewer | Response |
| Researcher's introduction | So, like you say concerning your topic of research. I think ehm, in fact since you are dealing directly with Uruan in Akwa Ibom state. I want to say that as far as Uruan and Akwa Ibom state is concerned, the educational sector is quite prepared and ready in Akwa Ibom state to accept and implement ehm child labor, because this is exactly what Akwa Ibom is doing. That is why we have free and compulsory education. This is one of the avenues to bring back all the falling out children back to school. And that is why if you go round, most of the school shave been renovated, yeah, new structures have been built to accommodate the influx of children on the street. |
| Okay ehmm, Sir we have some open-ended questions that we would be going through, and ehm your responses will enable us see, I mean how far we can drill further in the questions. (Takes a deep breath). | That's ok, let's go through it right away. |
| And now, what is the present state of infrastructure in the education sector I Uruan local government? In terms of classrooms, In terms of ehmm, ehmm, ehmm teacher's, blackboard, things that will enable you know children to learn in a conducive environment. What you say is the state of the infrastructure in the schools in Uruan local government? | The state government has done a lot in terms of infrastructure in schools. That is what like I earlier said. If you go round schools you will see that most of the schools before now were almost delayed, but within the recent past the state government has renovated almost all the schools around the state. What for instance in Uruan local government now is the staffing. Because that is the only aspect I see which is lacking. We don't have enough teaches in the school to take care of the number of children in the school. As for the class desk, the classroom accommodation in the government has done enough in that area, yet to employ teachers to one number of pupils they have in school. |
| So(twice) that means the free and compulsory education in Akwa Ibom state has actually attracted a lot of children into public schools. | Yes (twice), that is why in fact during school hours you will hardly see children hawking on the streets in Akwa Ibom state for now. The government should do more to provide more facilities in our rural schools. |
| Okay, Okay, Okay now ehm, what will you say in terms of | No, it is not applicable these days again. Because even if it may not be school per a village, but maybe if two |

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| <p>dispersion, i.e. in terms of distance between one villages to the other. Okay let me put it this way, do we have primary schools in all the local governments, and sorry in all the villages and councils in the Uruan Local Government or do we have incidents where children have to trek for very far distances to attend school.</p> | <p>villages combine to share one primary school the distance is not all that long. For instance if you look at Idu here, Idu here has two primary schools. You have St. Joseph here and St. Andrews schools in Idu, two primary schools in Idu. And so the distance now for the children is just a walking distance.</p> |
| <p>Okay, just as you mentioned the names of the schools, I mean I get (twice), I got struck there, St. Andrews and the other one you mentioned.</p> | <p>St. Joseph and St. Joseph.</p> |
| <p>Are these government schools or they are religious organization schools?</p> | <p>They are government schools though they were established by those missionaries but government took over years back (pointing backwards)</p> |
| <p>So the missionaries have nothing to do with them.</p> | <p>Has nothing to do with them (concur). It is only the name (concur) it is managed by government.</p> |
| <p>Okay okay, alright so ehmm what I can see here is we have so many children responding to school, but according to you we don't have enough teacher to cater for them. Then what plans are in place. Because if we have too many children in school and the teachers are not there to impact on them, then they will just come, while away time and then go home. We cannot say they have actually been educated. They come to school but they have not been educated.</p> | <p>Yes that is there, we have written to the government. I think there is everything on ground for the employment of teachers (interviewer interjects). They say between, they are proposing 13,000 teachers to be employed. I think that may happen between now and January.</p> |
| <p>Okay, okay that is a good one now let me.</p> | <p>The shortage is because of the retirement of teachers that bring the shortage in the number of teachers. Government should employ and train more for the increasing number of children in schools.</p> |
| <p>Okay, yeah, Sir but let me still ask, in the area of child labor, in what context do you think</p> | <p>No, we can't rule out, we can't say, ehmm, though the percentage is very minimal. And you know Uruan is a riverine community. And because of that, some of</p> |

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| <p>child labor exists in Uruan local government? In what areas do you think people still indulge in child labor, children that ought to be in school, in view of their fundamental human right, In what areas do we still, or do we, can we say that we do not have any incidence child labor within Uruan local government?</p> | <p>these people their parents are fishermen, so sometimes they want these people their parents are fisherman so sometimes they want these children to help them, maybe they will use them during their fishing exploration that will deny them access to school within that ahh period. But definitely what the government is trying to do is to make sure all of them have access to school. That is why we have migrant fishermen children's school and migrant farmer's children school. That is those who are doing farming work outside the immediate community. That is the open school there. That is why we have immigrant farmer's children's school here in Uruan. And then we have two migrant schools across the river</p> |
| <p>So those schools specifically take care of those children who are helping their parents in the farm and in the fishing port (Interjection by Mr. Effiong) Okay, okay, okay.</p> | <p>That is the extent that government has gone so that none of these children will be found wanting.</p> |
| <p>Okay, so I mean that shows clearly that there is a concerted effort by government to actually drive ehm, the children to school, so that the children are not found in the farms or helping their parents in the waters fishing and that they are actually in school?</p> | <p>That is absolutely right. The intension receives an overwhelming support.</p> |
| <p>Now, is there any role that the parents also play in ensuring that these children benefit from the free and compulsory education policy of Akwa Ibom state? Do we think that the parents are doing enough or should they do more in ensuring that their children are actually in school?</p> | <p>Yes, of course the parents they have done enough because here we know of cases where parents will drag their children to school,</p> |
| <p>Ehmm,</p> | <p>Yes, maybe because that day the child was not willing to go to school, but the parents had to walk with that child to school and hand over to the teacher in that class. To make sure he or she is in the school that day. Those are the effort we see the parents are doing to</p> |

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| | make sure their children attend school. |
| <p>Okay, sir, I think this is good enough. We would take time to review what you have said.</p> <p>Okay sir, ehmm at this point we would like ehm, I would like to find out that if there is any other thing you would like me to know in view of the very importance of this topic, child labor and ehm now prevalent. It has been within our community.</p> | <p>Ehm in fact I want to commend your choice of this topic at this ehh very critical at this time. Because here in Akwa Ibom if you have been hearing on the news concerning child labor the wife of the governor is campaigning against it in recent times. Those parents should not allow their children to be used by those they are not very sure.</p> |
| <p>Okay.</p> | <p>Because a lot of things happen most people come in the name of maybe taking a child to, taking a child abroad and maybe going there have to maybe turn them (into prostitutes interjection by interview with voice rising). Mr. Effiong continues sentence) into prostitution, so that is what she is campaigning now, in fact she is going around churches to enlighten parents. So I think this topic at this time is very crucial. That here in Akwa Ibom. I think a lot has been done to make sure children are not allowed to be used by those who are not responsible to use them.</p> |
| <p>Alright, alright. Thank you very much sir. And then I would also ask are there other people you know, you think will be knowledgeable or whose knowledge will help us to do a very effective research in this area. Which other people do you think I should talk to?</p> | <p>Yes, (twice) I think the school heads are those you should get information from and then like if you are chanced to get to town you can enter the state Universal Education board (SUBEB).</p> |

| Participant 25 | |
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| Interviewer | Response |
| Would you kindly introduce yourself madam? | In the first place, you are highly welcomed to school Ibiaku Uruan; my name is..... |
| You must be the head of the school. | I am the head of the school. The head teacher of the school. |
| Ok. That is the primary school, | Let us start from the building. If you go round you will |

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| <p>Ibiaku Uruan. Thank you very much madam. Hmmm...just as we said we are working at the preparedness of the education sector, so first we want to work at the infrastructure.</p> <p>Aaah. What would you say is the state of the infrastructure of the school that you currently manage?</p> | <p>see that most of the buildings, they are not favorable to the academics of the children. At least, I have written to government that we don't have the infrastructures that will help the children to have a successful learning because of the free education that is implementing in the states.</p> |
| <p>Okay, so ahmmm...What I can get there is that the free education is enabling more children to come to school.</p> | <p>[Interjection] So the existing infrastructure may not be able to accommodate them.</p> |
| <p>Ok but then, like how many children do you have in the school at the moment?</p> | <p>I have eight hundred and forty- one [841] pupils in this school, the number keeps increasing.</p> |
| <p>841, then how many teachers?</p> | <p>I have only 8 teachers.</p> |
| <p>8 teachers, so that means teachers-pupils ratio will be about a 100.</p> | <p>That is what we have. But now transferred has come. That transferred when I went to the office I saw that we were given 3.They have transferred four, we were given 3 and out of this 2 has reported. So we are now [background suggestion 11, 12] No oo. I said we are 8 altogether.[Interviewer produces clarification they transferred 4 out, brought in 3 and out of the 3,2 have reported]</p> <p>Yes, yes</p> <p>Apparently, they are 6 in number now, it becomes ehhh, I can see the difficulty in managing this number, of this number of children, ok, I think this corroborates with other views from people in the ministry and other schools that we have asI think it is something that I believe that the government would have to look into.</p> |
| <p>Let me clarify something from you madam, we talked about infrastructures, and we said there is lack of infrastructures, here do I understand you to mean that you don't have enough classrooms that you are using.</p> | <p>We don't have enough classrooms. Even the seats that the children are seating if, it were to be when the children were in the class, you would have seen most of them are seating on the floor.</p> |
| <p>Hey, shit we missed it!</p> | <p>Most of them they are seating on the floor.[Interviewer of Research Assistant confer on the need for a repeat visit to the school to capture on camera this aspect]</p> |

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| | And you will see the influx of maybe the class how crowded they are. |
| You have school tomorrow? | Yes, we have. Tomorrow is Friday. (Research assistant suggests to Ekong). We must come back and capture it tomorrow. |
| Ok madam in this comments, ahmm, yes, you have mentioned that government policy of free and compulsory education is bringing more children to school, ahmm, but do you still think there are other children who ought to be in school but are not in school? Do you still find them?[interruption] | Yes, most of the children are still outside because when the parents bring them, they don't find the teachers to teach their children. They now take these children out, maybe like this mushroom nursery schools they take them there. |
| Okay, so what you are saying is that when the children are taken away from here, they don't take them back home? | Ehmm, well most of [interruption by assistant, they go and enroll them in private schools, ehmm most of them they enroll in private, most of them they are at home, because I used to ask when I get into the class say where is this/ ehhh, they say they are at home. We warned parents; about three (3) when I called them and interviewed them said no you see the children when they come to school there is no teacher to teach them. It is a problem (gestures in helplessness). |
| Okay, okay. Now is there anything like (twice) the community is doing to kind of encourage the children to go to school in view of the fact that it is now free, they don't pay fees and they don't pay for books. Is there anything? Do you think there is anything the parents within the community are doing to encourage these children to come to school? | Yes actually they tried. Like the school ----- that we have. Like today I had a meeting with them. I told them the condition of the school and that of the teachers even though most of the parents have withdrawn their children. That when they get back they should do a kind of orientation in the village. They have their drum that the children should come back to school, that the governments like last time that is going to give those books and other amenities. |
| Ok, like ahm what, I can see from what you have said is the community make effort in creating the awareness, ahm the drum is like a town crier, making town crier and then announcing to the parent and | Yes, what the parents has done the books, sending free books, donating books. Some people donated books and the government gave it out, that we should dispose them to the pupil, like the last time I went to the ministry. I collected books, exercise books; I gave out to the pupils. The parents were happy and the pupils were happy. Because most of them don't have books to |

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| <p>children saying, bring your children to school, school is now free and compulsory. So beside this awareness, the community has created awareness now and then the children has come around. Do you think they is something that government is also doing to encourage these children? Apart from saying that school is free and compulsory. Is there (twice) anything like a task force, is there anything that that the government is doing apart from creating the (twice) environment. Is there anything to encourage the parent and the children to come to school?</p> | <p>write with, so giving them, (takes deep breadth) books like that encourages them. (Interviewer adds “is a form of encouragement”). Yes.</p> |
| <p>Would you say with the introduction of free and compulsory education that the trend of child labor has improved i.e. you don't have many more children playing, selling and so on, has it improved?</p> | <p>You see (twice). It depends on the family (twice). Because you may say let my child come to school, while the other person say no, let my child go on child labor so that she may bring something back homes for us.</p> |
| <p>So what do you think is influencing those two parents? Why would one parent say “go to school” and the other parent say “don't go to school”?</p> | <p>Maybe because of finance.</p> |
| <p>Okay, okay.so that means they are actually expecting these children to support the family.</p> | <p>(Madam echoes support the family)</p> |
| <p>In that case, Madam what you are saying is that poverty is affecting the way they are behaving.</p> | <p>Yes, poverty is affecting really.</p> |
| <p>Yes, ehhh in a situation like that now where some parents encourage their children to go and engage in child labor to bring back this thing you see,</p> | <p>Well since that is the village, that is the village background, I will not be able to say this is what they have done apart from the one that I have told the PTA and the PTA said that they have done the orientation in the village that parents should send their children to</p> |

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| <p>now that they have a policy that children eehh should go to school, and then you said there is a village orientation now, the town crier goes around, what do such people do in that circumstance to encourage those families to bring those children to school. Is there any enforcement?</p> | <p>school. But that of the village now is (pauses for a while) Research assistant interjects saying is outside your jurisdiction. Head teacher re-echoes “Is outside my jurisdiction”.</p> |
| <p>Okay, so now madam one thing I want to find out from you is ehm, you have succeeded in telling me that everybody has access to education within this environment, you are not discriminating against anybody. And ehh, most people actually come. But in some cases they find out that these children are idle, they are not comfortable; they have no seats to sit on. They sit on bare floor and in the long run it discourages them and they go back home and some parents will withdraw the children and enroll them in nursery schools (re echoed by head teacher) ehm around. And even in some cases should take them back home. When they take them back home, what like that kind of child labor do they engage in? Do they go and send them out to go and become servants, somewhere, you understand or do they tell them to go to the farm, or sell pure water, or biscuits or groundnut. What exactly do they in most cases do?</p> | <p>Like the ones I used to see on the road because at times I will stop by in coming to school and see those small children- where are you going to, they say they are going to slaughter that they go there to sell meat. When those people cut the meat that they will give them, they will just go around, rally around and sell the meat. Why don't you come back to school? They say they will come they don't have money too. That they don't have uniform, they don't have books. (Silence)</p> |
| <p>Okay. No money, no uniforms and then what again, no books.</p> | <p>Because if there is money for them the parents will be able to afford.</p> |

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| Whisperings - No money, no uniforms | |
| <p>Afford those things. You see this is exactly. We'll let us not go into that area; literature has examined all those things, so I know where you are heading to. Okay now there way it stands now, if the government says let us implement this child labor into i.e. fully and they say okay no child in Uruan Local Government is to be found outside (concur found outside I.e. Head Teacher) they should all be in school. Do you with your position as the Head Teacher and with your experience do you think that the school system within this Uruan local government can absorb every child of school going age between the ages of one (1), or let's say between the ages of five (5) to seventeen (17) that is including the secondary and ehmm primary. Do you think the school system here (head Teacher interjects can absorb) can absorb them, are they prepared to handle these children.</p> | <p>Actually, there are many schools in Uruan LGA, but we need to have experienced teachers</p> |
| They can? | <p>Yes. Okay. So what you are saying is that ehm the schools in Uruan local government are fully prepared to implement the child labor policy. (Interjects implement child labor policy i.e. Head Teacher.)</p> |
| That is what you are saying? | Yes Sir. |
| Unequivocally | <p>Yes Sir. (Research Assistant interjects okay). Because when all those things are in place. The school, the teachers, especially the teachers, because if you, when you have the full line of teachers in the school forget about every other thing.</p> |

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| <p>You can handle them? Yes. Okay in terms of this teacher something, it seems to be a common problem not just in Uruan local government here, but around the state, because we have also spoken to people in the ministry of education and elsewhere and people keep telling us even at that director level that most of the reports they receive from the schools have to do with teacher, teacher, teacher because of infrastructure. Okay now. Let us also examine other areas of infrastructure, do you get your supply of chalks regularly.</p> | <p>We buy our chalk.</p> |
| <p>Your blackboards how long does it stay before they come; you know they come and ehhh re-darken it.</p> | <p>We do it, we will buy this ehm, charcoal the one now they are selling (interview r interjects; charcoal; we use it our natural charcoal to blacken the boards. Yes</p> |
| <p>At whose expense</p> | <p>At our own expense</p> |
| <p>Your own expense? That is by levying the Parent Teacher's Association</p> | <p>No, no, no, no, no, there is nothing like that.</p> |
| <p>How do you get the money?</p> | <p>Maybe my money I use it.</p> |
| <p>Your own individual money?</p> | <p>Yes, at times if it is not handy I will ask my teacher "please when you get to the town you buy this"</p> |
| <p>And later you now refund her the money?</p> | <p>Sometimes I don't refund. The persons contribution it is his or her own (laughing) contribution (laughter continues) ahmmm.</p> |
| <p>Okay, there is also another aspect I wish to look at. Now your school the way I look at it, It looks like it is an enlightenment kind of school because I have gone to other schools and these things seems to give me the impression like as if it's, ehmm of a higher quality than the other primary schools that we visited.</p> | <p>There Is no disparity.</p> |

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| What would you say about that? Is there any disparity between the primary schools, around here? Let's say within Uruan local government here some schools are better than some? | |
| You feel all of them are the same? | Yes, it depends on who is there (so what you are saying is that) If you want to work like I don't want this place to be dirty. (gestures with her head) |
| Okay, like in your office now I don't see any ehm let's say chest of drawers where you handle books and all that. So what you are saying is that, immediately the government the government, you distribute immediate to the students. You don't store them. | We have a library where we store books. |
| You have a library? | Yes |
| Okay, so you now have to transfer everything from here to the library? | Yes. |
| And eehh who built this library? Is it government that built the library? or | It's not the government |
| Who built it Madam? | It is the family of Teacher, late teacher Ekong Effiong Udo who built it and donated it (Research Assistant interjects; "Father Ekong") to the school. (Research Assistant interjects; "And donated it to the school, free of charge"). Yes. |
| | Most of the books they donated. The books too. |
| So what you are saying is that when I go to the library there, I will see some of the books. | Yes sir. We are going to the library, please wait. (Calls out to a teacher outside to tell another teacher to bring the keys to the library in native Ibibio dialect) continues to gesture with left hand to the teacher to come. |
| So, is there any provision for free meals for students? | (Prolonged laughter) ((Research Assistant repeats "Free Meals") We don't have free meals. Ooh nothing, nothing of such please. |
| Okay, is there also provision for student's drinking water | We used to have a bore, the bore hole or a tap (pointing). So one day when I came in, one lady came |

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| within school hours? | in and destroyed the tap. |
| Destroyed by a lady (Madam Catherine interjects ehmm) from the village.) | Ehn from the village. |
| Okay, what is her grouse? | So, they said she is abnormal |
| Okay, Mad Woman | Repeats mad woman – Laughing. That this place belongs to her father. (Waving in gesture) to her father. That the water should not be locked, it should be opened for her, that each time she comes she may be free to fetch. |
| Okay, madam you see what I want you to do for me now is, is there any other thing you can tell me about the phenomenon of child labor eh and the preparedness of the education sector in Uruan to absorb children who are out of school when they finally come back to school. That is number one. The second thing too I want you to do for us now is, if there is any other reference you can give us to somebody within the community that you feel is knowledgeable enough on this topic and is relevant to the topic. Maybe the person is a retired headmaster, or a retired head mistress, or a retired principal, of a school or an assistant or a head teacher, if there is anybody like that, we would like to know, Madam so that we can close the interview. | Like earlier said, child labor in the first place depends on the parents. Because most of the times, (wiping her forehead) poverty leads parents to use their child for labor. Again, maybe those people that are orphans they don't have somebody to sponsor them. They find their way out, maybe as house help or one day or the other to make ends living. The other way round when maybe the community – because some people in the community when they see --- (word indistinct- perhaps big children she meant) like those ones that accept to stay with people because most of those children they don't like staying with people, they want to be on their own, so that the little money they have, they will be able to use the money on their own. They don't want anybody to look into what they are doing. Ehhh so those ones that are fortunate to have people to call them ehhh and sponsor them and they respond. |
| So the children cherish independence and all that. So there is nothing like that this Uruan Community, now that the job the children do is, or that the community does is to supply houseboy, house girl. | You can't say that. It is not the community hmmm it is not the community (repeats herself). |
| That is what I am saying, what | You can't say that. It is not everybody, it is not |

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| I am saying is those families whose children don't go to school. You can't say that, those children , like because like If am staying in Lagos now and I say I want houseboy or house girl somebody will say let's go to Uruan because I know that any child that is not in school will agree to become your houseboy or house girl . | everywhere, hmmn, I was just saying maybe, you maybe see some going along the road and you stop to ask, why don't you go to school, he or she will tell you. Research Assistant interjects (You have explained that one before). What am saying is that here now, you know nowadays we have a situation where some communities are known for certain things (Interruption by female teacher through the window, Head Teacher replies ok). Instructs corper not to go. Responds ok (interview resumes). |
| You understand what is saying. | Some communities are known for certain things oh. These people produce rubber oh, these people produce yam. So you cannot say that in Uruan Local Government these children who are out of school are basically being given out as house helps. |
| | Ooh No, No, No, No I don't say that. |
| | I don't say that. |
| No specialization supplying house helps or servants | No, No, we can't supply (laughter). |
| Ok madam pleasure talking with you. The next step is to take a look at your library. | When I was first nominated to attend one of these seminars a few years back, I was a bit skeptical yet excited. After the seminar I realized that I have learnt a whole new set of ways to approach my teaching and interaction with the students/pupils. |
| Thanks a lot for your time. Please do not be offended of I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | Please don't fail to let me read the outcome of this research, and please feel free to contact me as necessary. |

| Participant 26 | |
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| Interviewer | Response |
| Formal introduction from Samuel Ekong. | |
| What we actually want to find out from you is on the state of infrastructure in this school. If we are to say okay, | To me I would say no. we are not yet ready. Where will they stay to receive lessons. Very poor state of infrastructure in the schools especially in the villages |

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| government says withdraw all the children from the street and bring them back to school, do you think the present state of infrastructure will support such a policy? | |
| Why would say no? | Presently, as you can see we still, we have poor classroom condition. The atmosphere is not encouraging, roof is dilapidated. And most of the seats are broken down. In some cases the students have to make their own chairs and tables. Their friends who do not have can then patch up with them during class hours. |
| Does this not add to congestion and distraction during lecture hours? | Of course, it does. But what can they do under the circumstance? |
| I hope the school authorities are aware of this situation? | They are aware. But what can the authorities do? They are helpless about the whole thing. |
| We have gone round the school premises and we saw roofs blown off by wind, abandoned classrooms. In fact, dilapidated structures. What is the school authority doing about this? | Nothing. We arrived here about nine month ago and we met them that way. Some of the student we spoke to on this same issue told us that they met the school like that right from their Junior Secondary School. The result is that in some cases we combine classes for say Senior Secondary 2 and 3 classes. This is because of lack of chairs and tables. |
| What can you tell me about the dispersion of schools around Uruan LGA? | The schools are available at location that is convenient for the surrounding villages. This is to make it easily accessible to the students from the various villages to attend school easily. |
| How would you asses the quality of education in Uruan LGA? | We, I mean the teachers are trying as much as they can. But I must tell you, that the students are not serious. |
| How do you mean? | Good. As you can see them some of them especially the senior students organize parties for themselves and they drink and get drunk. |
| Where? | Right inside the school. They use the classrooms. |
| What can of drinks do they drink on such occasion? | Alcohol. Especially spirits. Both boy and girls alike. You see them with their boyfriends and girlfriends on such occasion. |
| Are they incidences of rape? | No. They are already are into relationships, so no case of rape or sexual harassment? |
| Oh well, in that case we can call it a mutual consummation | That is what we are witnessing here every day. There is nothing we can do about it because we are corpses. |

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| of sexual desires. The only difference is that they are not of age in that sense. That amounts to truancy of deviant behavior as sociologist would call it. | |
| I know you are corpers , that implies that you are graduates .What about the other teachers, how qualified are They? | Most of them are qualified but they are few in number. That is the major problem the schools around here are facing. Lack of enough qualified teachers. |
| What can you tell me about child labor in Uruan Local Government? | Like I said, we are youth corpers serving in Uruan LGA. Although students come to school. But some of them drop out and join the people at slaughter to start to start selling meat there. Go there and see for yourself on your way back to Uyo. If you go there you will see some ex-students of this school working there or doing apprenticeship there. This is on the account of lack of employment opportunities in the state. |
| It is the interviewer's method. It falls within the qualificative method of research. | What type of research method is this one? |
| It is mostly for migration analysis. In fact, for the quantitative method of research. | What of SPSS? |
| | Yes, for quantitative method of research. |
| Are the cases of teenage pregnancy among your students? | Now have not optimized that since we were posted here for the National servers. |
| What do you think is driving these students to school? | The free education policy, without that I bet you some of these children will not come to school. |
| Thanks a lot for your time. Please do not be offended of I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | Thank you; please feel free to contact me as necessary, and do well to let me read the result of research. |

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| Participant 27 | |
| Interviewer | Response |

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| Do you think child labor still exists here? | Child labor? Yes it exists because we have a reasonable number of students; I call them students because they are of school age. (Launches into local Ibibio dialect which is known to the interviewer). We have a slaughter there, assuming you want to substantiate it, tomorrow between 6am and 7 am. (Launches into Ibibio dialect again). |
| This is the number of people who are going to slaughter is equal if not more than those who are in school. | Yes of course, if you go there, you will see things for yourself. |
| Is it that after slaughter they now come to school? | They don't come at all. So for me when the government is saying it is fighting child labor what is, what does, okay, what facilitates this child labor? Is what do I call it? Do I call it poverty from the home front? Is the government willing to settle the poverty level, so that I as a father who is not educated, can conveniently take care of this one, minding his school age? It is a very complex topic oh; I don't know how you picture it. |
| Oh no, no! What I feel does not matter; it is what you tell me, because we are in the field now. You are giving me very vital information. You are the second person mentioning slaughter round here, we sure coming from another school. (Interjects the slaughter) they mentioned this same slaughter you mentioned now. So you are being sincere and I admire your sincerity. The more sincere you are you are helping me. | The truth must be told, it is only personally as far as Nigeria is concerned, and me I will talk. |
| Eehh, now is there anything there? | I will have a platform to stand and say what I know will help Nigeria. |
| | Okay, so what you are saying now is that the infrastructure is not available? To handle this infrastructure because I am looking at the home as a parent first. Because for me to ask my child to go and sell |
| (Interjects) I have recognized that one, that angle even the literature has got it. | Okay, is taken care of. But here, here. Ehmm, now don't. I will not tell my child to go and sell groundnut; who am I? Is it out of joy? Do I like ordinarily sending |

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| | my child to go and sell groundnut? Now what I am taking to take care of them is not enough. What allows child labor to thrive is poverty from the home level (said it in a reduced tone of voice). And the government is not doing enough to take care of threat at the home level in the rural area. |
| <p>What am saying now is that if the government says now okay, we are making a law and we are going to bring police people to enforce the law. We don't want to see any child outside, every child that is of school going age between the age of five (5) years and seventeen (17) years must go to school. Now is the school ready to handle such children when they come in? Does the school have enough infrastructures to receive these children?</p> <p>Infrastructure in terms of the classrooms, in terms of qualified teachers, in terms of chairs and tables and all those things. That is what am saying. Is the school, like all those people at the slaughter now, if we are to arrest all them and say you must be coming to school every day, if we bring them here now; It is a practical question I am asking you. Can this school receive them and put them in various classes?</p> | Right now? Capital no!! classrooms are not adequate, even worse off in the villages. However, you can see that there are schools in all villages in Uruan LGA. |
| Now as me and you are talking. | Right now. |
| Yes. | We don't have to go far, what it that you have seen in this vicinity is. Per se. Nothing. |
| That means what you have told me in essence. | (Teacher interjects) The government itself lacks that the school itself is not ready. Not the school. |
| | Eh, now that is the present state of the school will not accommodate bringing all those people from slaughter (Abattoir) or wherever they are to come and study here. (Word indistinct for a brief interlude, but chemistry |

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| | teacher replies “yes, yes” in line with the earlier argument of the interviewer. |
| | The present state of infrastructure will make it impossible for you to cope in handling those children that you bring from slaughter. |
| Yes, based on what you have said that one is self-explanatory now. Ehh | What you’ve seen, see us here. Hmm, this is the assembly hall, look at it and that area is close to five (5) years now. This is my first station. |
| Without a roof! | (Laughing) they come in here to check teacher’s notes, diary, register, but what about the environment of the teacher? Do I have a staff room? That is my lab as the chemistry teacher. How is it I am struggling with lizards, wall gecko, |
| Do you have enough chemicals for titration? | It is not enough. As long as that place cannot even house... |
| (Interviewer cuts in) do you have your pipette and burette? | Those ones are there (twice) |
| So how do you handle your practicals? | That is the management aspect of it (recanting) Manage, manage, manage. |
| That means you only demonstrate to students, students don’t actually participate in the practical’s themselves? | Not that way, because if I am here, I guide them on what to do. They would do but not as it should be (twice). The real from ideal must be put out. How should it be and how you have seen it. If I can stand one student (a female student interrupts with greeting, hands over key and departs) per a stand like it should be and then I end up putting maybe five (5) students per a stand |
| That is much | Are we there? |
| That is what I pictured now. Grouping them together to do a particular thing. | So, and we know the inadequacies of group work in practical’s. Some will be spectators ready only to take the (Interviewer Interjects yes now, answers) table. |
| Okay, okay, so now in Uruan like this all the students have access to education now. There is no discrimination. There is nothing limiting anybody from coming | No nothing |
| So they have easy access to the school. The problem now is that when they come, they find out that there is no infrastructure for them. | To sustain them |
| Even at this secondary school | Because that one has been taken care of since parents |

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| level do some of them sit on the floor when they are taking their lectures? Okay (laughing, and pointing back) | supply your kids with desk. Because these ones that were given to us by the government have not lasted so it is. |
| So, some of them (twice) now make the chairs and tables outside and bring them to a corner in the classroom. | Yes, yes, not all of them have been able to provide one for themselves |
| So, they now patch up with their friends? | Yes, that is convenience exactly. |
| Oh well – (Tape malfunctions) | |
| Thanks a lot for your time. Please do not be offended of I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | You are welcome; thank you. |

| Participant 28 | |
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| Interviewer | Response |
| Interviewer's introduction | I am from Uruan Local Government Area |
| Thank God, I am also from Uruan. (After exchange of pleasantries, both interviewer and interviewee launch into a discussion trying to ascertain each other's family. With that concluded, the interview resumes.) | We at SUBEB are doing our best to support the present government's transformation agenda in the education sector in Akwa Ibom state. We have been around i.e. Universal Basic Education started since 1976. In this country through the Universal Primary Education scheme. So to address your question directly, I must say that the infrastructure in the Education not only in Uruan LGA but in all other LGA's in the state need not just updating but a radical transformation, especially in the rural areas. Really, we cannot hope for any more delays in doing that. Delay is not only dangerous but also discouraging to our kids. |
| | Well as you must have noticed there are primary and secondary schools scattered round the whole of Uruan. |
| | The teachers are qualified okay let me show you something (bringing out training manual on the new year Basic Education curriculum. (Handing it over to interviewer and says you can keep that, go through it and see the effort we are making to ensure that our teachers receive continuous training on the job. Indeed, we need to hire more teachers and train |

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| | them to sufficiently handle the children. |
| Thank you Madam. | Don't mention. I have seen you have a long list of questions you intend to ask me, but I may not be able to address them individually. But I have studied them and I will address them in a general way. |
| Okay | Here in Akwa Ibom state, the governor, his excellency Godswill Akpabio is committed to transforming the education sector in this state. Government policy of free education and compulsory education has been in place for some time now. There is a shift in focus away from child labor by parents. Government enacted a law against child labor known as the child labor Act, even before the state government adopted it as a policy. Girl child education has increased considerably in the state. Poverty is no more a reason not to send your child to school in this state. As I said before, education is free and compulsory. Students do not even pay examination fees, government pays for them. |
| | As you go around the state, you cannot find any child outside during school hours. It is not possible. We have warned parents not to engage these children in any form of labor during school hours. Of course, they know that there is a sanction against it. |
| | I am afraid your time is up, we have important meeting today. You see that lady? (pointing) She has been waiting to see me for long but I gave you audience. Am sorry I have to go (secretary comes in to remind her about the meeting) |
| But Madam, just one more question | (Protesting) No, No, No! I have tried for you. (Standing up) |
| Thanks a lot for your time. Please do not be offended of I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | You are welcome; please feel free to contact me as necessary. |

| Participant 29 | |
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| Interviewer | Response |
| Interviewer's introduction | Okay, it is strictly for academic purposes. |
| Yes Sir, for my Ph.D. dissertation. | I was in the academia too before I came over here. |

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| Oh that's nice to know | Who is this person with you? |
| He is my research assistant | Hope he doesn't have any hidden cameras or tape recorders |
| No sir, just field notebooks and a pen | Okay. Because if you are talking to a policeman or policewoman, you should know that they will have a tape recorder. |
| Sir, I would like to find out about the state of infrastructure in the education sector of Uruan LGA. | Uruan is very close to Uyo here, (pointing backwards in the direction of Uruan LGA.) you can hardly find a distinction between Uruan and Uyo as you move along the way. It is that close; I mean the Local government headquarters. This is not an interview I want you to see it as a discussion informally that will guide you. You see when you are in government it is different from when you are in the academia. The other day I went to attend a seminar and one of the participants, apparently from one of the universities was talking, I was just looking at him and I said to myself this one does not know what he is saying. Things are different when you are in government. To address your question, the state government has provided infrastructure in the education sector. Go around the state and witness the massive revolution work taking place in all the schools. New chairs and tables have been supplied to the schools recently. There is a free and compulsory policy in place now. The students no longer pay examination fees. |
| What about child labor in the state? | The state house of Assembly passed a law, the child rights Act to ban child labor in Akwa Ibom. |
| But when I was coming, I saw a lot of children opposite the secretariat round about running after cars to sell things to the occupants? | Those children you are seeing (pointing) over there are not from this state. We are working on what to do with them. But I don't want to talk yet. We find their presence here very embarrassing. They may have to return to their own states or stop what they are doing. |
| But Sir, you have not said anything bad so far, so I can have you on tape. | (Protesting) No, No, No! I told you it is not really an interview, but I see it that we are interacting just like two (2) academics sharing ideas. No sensible person up to the rank of Director will allow you to video tape or even audiotape this kind of discussion. Unless he or she does not know what they are doing. When you are in government, it is different. Unless perhaps the commissioners. It is only they that can make statements or grant interviews on camera because they are the head of the various ministries. That is why every communication is signed in their name. |

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| Really? What about teaching staff and quality of education in Uruan? | Yes. With regards to the teachers in the state we would soon do a massive recruitment of graduate teachers in the state. The quality of education is quite high in Akwa Ibom generally. You can see I have kept others waiting all this while and I really don't have much time again. |
| But sir, I still have a few more questions to ask you Sir. | No, I have tried to guide you. |
| Thanks a lot for your time. Please do not be offended of I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | You are welcome, thanks. |
| Participant 30 | |
| Interviewer | Response |
| Researcher's introduction | Thanks sir, it's an opportunity to speak with you, and I'm willing to provide whatever information you require for your project. |
| Which of the schools around here did you attend? | I have finished secondary school in Ibiaku Uruan, now learning some trade. I will go to higher institution later when I gather some money |
| How would you assess the number of schools within Uruan LGA | I think there are schools in all villages that I know. |
| What about the state of infrastructure in those schools | Like classrooms, we did not have enough, even teachers, not enough. But we had to manage with the few we had. |
| Would you say the infrastructure in the schools within the population are evenly distributed? | Obviously, we have more in the city than in this our local community here. |
| But why don't you people continue your education or look for something better to do at Uyo? | Sir we have tried, but there is no work at Uyo. Our state does not have companies like in Lagos or port Harcourt. (cut in). Another thing Sir, if we go Uyo the state capital, who are we going to live with? We don't know anybody there. |
| So you says mean that all this young boys are seeing here have all finished secondary school? | Well, four (4) of us here have finished secondary school. We now help in the community to ensure no child is left out of school. |
| What can you say about child labor in this community | Child labor? Like giving children out as house help? No, no, no, we don't have that again in this community. |

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| | Our children go to schools. |
| What can you say about your teachers when you were in school, in terms of number and how they thought you your subjects | Not enough teachers in our school unfortunately, but we used to have student teachers and youth corporers to help out. |
| Thanks a lot for your time. Please do not be offended of I request additional clarifications based on our discussion. I will make a summary of this study available to you if you need it. | Thank you sir. I wish you good luck in your study. |

Appendix E: First Cycle Coding

| Ref.No | Major Themes | Sub Themes |
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| | Participant #1 | |
| 1 | Poor Maintenance of Infrastructure | <ul style="list-style-type: none"> • Neglect of existing infrastructure leading to crowdedness and leaking roofs • Lack of provision of basic facilities like chairs and tables • Failure to carry out renovation work • Poor response from the ministry of education |
| 2 | Even dispersion of school | <ul style="list-style-type: none"> • Accessibility to students |
| 3 | Limited number of qualified teachers | <ul style="list-style-type: none"> • Excessive pressure on the few available teachers |
| 4 | More resources committed to equipping Urban schools | <ul style="list-style-type: none"> • More school infrastructure is available in the cities. • Insufficient classrooms, chalkboard, tables and chairs in schools, particularly in the village schools |
| 5 | Negative effect on quality of education | <ul style="list-style-type: none"> • Over work • Combination of classes |
| 6 | High enrollment rate | <ul style="list-style-type: none"> • Free and compulsory • Low dropout rate • Location of parents affect school enrollment |
| 7 | Increase in the rate of girl child education | <ul style="list-style-type: none"> • Affirmative action • Changing times |
| 8 | Changing context of child labor activities | <ul style="list-style-type: none"> • Sanctity of school hours • Enforcement of school attendance by the community • Monetary sanctions against loitering during school hours • A new awakening within the community |
| 9 | Conscious denial of child labor practices | <ul style="list-style-type: none"> • Attempt to equate policy intention with result • Promoting government official position • Willingness of community to abide by government policy • Effect of government legislation |

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| 10 | Positive effect of government policy on education | <ul style="list-style-type: none"> • Free education policy • A shift in burden of education away from parents to government • Schooling no longer dependent on parental financial condition • Incentive to schooling • Lack of finance no longer a barrier to access to education |
| 11 | Lack of proper funding of schools | <ul style="list-style-type: none"> • Dilapidated infrastructure • Outstanding allowances • Lack of motivation for teaching staff • Frustration |
| 12 | Inability to cope with increased school enrollment | <ul style="list-style-type: none"> • Schools already operating at full capacity • Government free education policy having the desired effect |
| 13 | Poverty | <ul style="list-style-type: none"> • The paradox of parental poverty no longer acting as a limiting factor to schooling • Accessibility |
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| 14 | Societal Change | <ul style="list-style-type: none"> • Administrative style of the present government • Vision • Commitment |
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| | Participant #2 | |
| 15 | Urban bias in infrastructural provision in schools. | <ul style="list-style-type: none"> • Non-uniform educational standards • Lack of good classrooms and teachers, especially in rural communities. |
| 16 | Resistance to change | Indifferent to child labor activities |
| 17 | Few recorded Drop outs | <ul style="list-style-type: none"> • Gradual increase in pupil enrolment • No drop out |
| 18 | Decaying Infrastructure | <ul style="list-style-type: none"> • Lack maintenance culture in schools • Classes without doors, window, desks and chairs. |
| 19 | Insufficient number of teachers | <ul style="list-style-type: none"> • Increasing number of students and few teachers • The pupils are more than the teachers. |
| 20 | Poor investment in staff development | <ul style="list-style-type: none"> • Available Teachers lack capacity to cope with pupils |
| 21 | Proximity of schools to | <ul style="list-style-type: none"> • Availability of schools in every village |

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| | settlements | |
| 22 | Compulsory School Attendance | <ul style="list-style-type: none"> • Pupils forced back to school if found loitering about during school hours |
| | Participant #3 | |
| 23 | Bureaucracy | <ul style="list-style-type: none"> • Creating bottlenecks • Stating the official position of government |
| 24 | Lack of employment opportunities | <ul style="list-style-type: none"> • Poverty • Idleness Limited scope for advancement |
| 25 | Worldwide phenomenon | Poor perception of harmful effects of child labor |
| 26 | Urban bias in location of good schools | <ul style="list-style-type: none"> • Better schools in the state capital than in the villages • Disparity between the capital and other rural parts of the state |
| 27 | The availability of schools in Uruan | <ul style="list-style-type: none"> • Schools everywhere in Uruan Local Government • A primary school established in each village |
| 28 | Lack of Sufficient Teachers | <ul style="list-style-type: none"> • Teachers unable to cope with the number of pupils |
| 29 | Qualified Teachers | <ul style="list-style-type: none"> • Insufficient teachers with adequate qualifications |
| 30 | Ban of Child labor | <ul style="list-style-type: none"> • The Child Rights Act |
| | Participant #4 | |
| 31 | Obsolete Infrastructure | <ul style="list-style-type: none"> • Lack of appreciation of the requirements of modern school system • Poor hygiene standards • Disparity in the quality of education between urban and rural areas Child labor no longer a hindrance to education |
| 32 | Dispersion of schools | <ul style="list-style-type: none"> • There is hardly any village in Uruan LGA without a school • Schools are everywhere |
| 33 | Shortage of qualified teachers | <ul style="list-style-type: none"> • Few qualified Teachers in the school • |
| 34 | Compulsory Education | <ul style="list-style-type: none"> • Education is free and compulsory • The policy of the state government prohibiting the practice of child labor |
| 35 | Insufficient Staff Numbers | <ul style="list-style-type: none"> • Shortage of School Teachers |

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| | | <ul style="list-style-type: none"> • Government working on employing more Teachers |
| | Participant #5 | |
| 36 | Self help | <ul style="list-style-type: none"> • Awareness and commitment • Changing pattern of priorities in favour of education |
| 37 | Even School Dispersion | <ul style="list-style-type: none"> • Even dispersion of schools around entire state |
| 38 | Insufficient number of qualified teachers | <ul style="list-style-type: none"> • Teachers are too few in number |
| 39 | Urban bias of quality of school Infrastructure | Difference in infrastructure available in the rural and urban areas. |
| 40 | Dearth of Qualified Teachers | <ul style="list-style-type: none"> • Qualified teachers do not like to work in the rural areas |
| 41 | Child labor policy | <ul style="list-style-type: none"> • Government policy to increase enlightenment and awareness on the evils of child labor |
| 42 | Few school drop outs | <ul style="list-style-type: none"> • No problem being experienced as regards student drop out rate. |
| | Participant #6 | |
| 43 | Cheap labor utilized due to Inadequate Teachers | <ul style="list-style-type: none"> • Relevance of National Youth Service Corps scheme as an intervention programme Source of cheap labor |
| 44 | Bad state of school infrastructure | <ul style="list-style-type: none"> • Sorry state of children's school • Focus to be paid to revamping school infrastructure |
| 45 | Adequate dispersion of schools | <ul style="list-style-type: none"> • Dispersion of schools is adequate but other factors to be considered |
| 46 | Teachers with inadequate qualifications | <ul style="list-style-type: none"> • Not enough good teachers • Not all teacher have the right qualifications |
| 47 | Low drop-out rate | <ul style="list-style-type: none"> • Pupil drop-out not a problem |
| 48 | Ban on Child labor | <ul style="list-style-type: none"> • Government ban on child labor • Free education policy • Increased awareness of child labor by government |
| 49 | Poor Infrastructure in rural communities | <ul style="list-style-type: none"> • Poor Infrastructure and lack of teachers |
| | Participant #7 | |
| 50 | Falling standard of education | <ul style="list-style-type: none"> • Dichotomy in the quality of education • Establishment of private schools |

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| | | Differing standards in public and private school education |
| 51 | Lack good infrastructure | <ul style="list-style-type: none"> Leaking roofs Students make their own chairs Poor school infrastructure maintenance |
| 52 | Presence of schools everywhere in the state | <ul style="list-style-type: none"> Schools in both towns and villages Poor maintenance of village schools |
| 53 | Low Drop-out rate | <ul style="list-style-type: none"> No problems with pupil drop-out |
| 54 | Lack of teacher experts in specific disciplines | <ul style="list-style-type: none"> Insufficient teachers in the sciences |
| 55 | Low teacher numbers | <ul style="list-style-type: none"> The use of National Youth Service Corps members to close the gap caused by insufficient teachers |
| 56 | Enforcement of Child labor policy | <ul style="list-style-type: none"> Child labor policy Task force deployed in the towns Free education policy, no examination fees |
| 57 | Greater number of schools in the towns | <ul style="list-style-type: none"> Availability of lesser number of schools in villages |
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| | Participant #8 | |
| 58 | Limited resources | <ul style="list-style-type: none"> Uniform funding of schools Preponderance of female teachers in Uruan LGA. Stiff competition between male and female as per enrollment ratio |
| 59 | Insufficient Public school infrastructure | <ul style="list-style-type: none"> Reason for starting private school More conducive learning environment in private schools Better infrastructure of private schools |
| 60 | Private schools clustered in the towns | <ul style="list-style-type: none"> Fewer private schools in the rural areas |
| 61 | Public schools are numerous | <ul style="list-style-type: none"> Public schools located equally in both rural and urban areas |
| 62 | Public schools having Lower standards | <ul style="list-style-type: none"> Public schools cannot compete with private schools |
| 63 | Policy on child labor | <ul style="list-style-type: none"> The Akwa Ibom state Child Rights Act |
| | Participant #9 | • |
| 64 | Enthusiasm for Schooling | <ul style="list-style-type: none"> Low dropout rate Increase in girl child education Increased awareness of the value of education |

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| | | Delayed response from the ministry of education |
| 65 | Shortage of qualified teachers | <ul style="list-style-type: none"> • Insufficient number of teachers per pupils enrolled |
| 66 | Number of schools dispersed evenly | <ul style="list-style-type: none"> • Statistics showing even dispersion of schools in urban and rural communities |
| 67 | Government support | <ul style="list-style-type: none"> • Free education policy • Payment of examination fee by the Government |
| | Participant #10 | |
| 68 | Reduced concentration levels during lectures | <ul style="list-style-type: none"> • Overcrowding • Tension among students in the classroom • Antagonism |
| 69 | Dilapidated school structures | <ul style="list-style-type: none"> • Deplorable state of school facilities • Lack of chairs and tables |
| 70 | Proximity of Primary schools | <ul style="list-style-type: none"> • Primary schools in every village |
| 71 | Substandard Teacher qualification | <ul style="list-style-type: none"> • Compromise on teacher quality • Use of mother tongue to teach instead of English • Failing standard of education |
| 72 | Government support initiatives | <ul style="list-style-type: none"> • Ban on child labor • Free primary education • Examination fees are paid by government |
| 73 | Poor school Infrastructure in villages | <ul style="list-style-type: none"> • Preponderance of dilapidated structures in rural areas |
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| | Participant #11 | |
| 74 | Proliferation of schools | <ul style="list-style-type: none"> • Lack of maintenance and improvement on old structures funding problems • Potential to absorb more students. |
| 75 | Echoes of the past | <ul style="list-style-type: none"> • Committed and diligent teachers • Good quality education • Selfless service to society • Honourable profession • Disciplined and close knit family life. |
| 76 | More Funding for Urban schools | <ul style="list-style-type: none"> • Government paying more attention to schools in the cities |
| 77 | Dearth of development support for teachers | <ul style="list-style-type: none"> • Teachers updating their qualifications by self • Low standard of education |

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| 78 | Availability of schools | <ul style="list-style-type: none"> • primary and secondary schools in all the villages that make up Uruan. |
| 79 | Reduced Drop-out rate | <ul style="list-style-type: none"> • Reduced school drop-out rate • Higher enrollment of girls in school |
| Participant #12 | | |
| 80 | Modernization | <ul style="list-style-type: none"> • Improvement/ updating of school infrastructure • Setting new standards for recruiting of teachers • Affirmative action with regard to enrollment of pupils in schools • Abiding by the rule of law • Sex education |
| 81 | Government Influence | <ul style="list-style-type: none"> • Downward trend of child labor • Education is free and compulsory. |
| 82 | Dearth of Teachers in schools | <ul style="list-style-type: none"> • Teachers are less committed in their professions • Need for government to employ more teachers |
| 83 | Dispersion of schools | <ul style="list-style-type: none"> • Greater dispersion of schools in recent times • Availability of schools in both urban and rural areas |
| 84 | Lesser resources in Rural schools | <ul style="list-style-type: none"> • Fewer facilities in the rural areas |
| 85 | Reduced School drop out | <ul style="list-style-type: none"> • Low drop out of pupils • Improved understanding of importance of education |
| Participant #13 | | |
| 86 | Corruption | <ul style="list-style-type: none"> • Teachers influence cronies in the ministry to secure transfer back to urban areas. |
| 87 | Inadequate resources in village schools | <ul style="list-style-type: none"> • Village Schools not all are well equipped, • Village Schools without sufficient teachers |
| 88 | Low Teacher Performance | <ul style="list-style-type: none"> • Teachers can perform better • Need for more number of teachers |
| 89 | Policies set by Government | <ul style="list-style-type: none"> • policy of free education • Increased awareness of child labor |
| 90 | Improved school attendance | <ul style="list-style-type: none"> • More girls now attending schools • Less children are out of school • Low drop-out rate |

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| 91 | High number of Schools | <ul style="list-style-type: none"> • Plenty of schools in all the villages |
| | Participant #14 | |
| 92 | Bureaucratic Inaction | <ul style="list-style-type: none"> • Communication to ministry not promptly attended to. • Funding problems. • Abandoned classrooms |
| 93 | Wide Availability of Primary schools | <ul style="list-style-type: none"> • Primary Schools are available in all the villages |
| 94 | Lack of motivation | <ul style="list-style-type: none"> • Delayed salaries • Unpaid leave allowances |
| 95 | Lack of qualified staff in the villages | <ul style="list-style-type: none"> • Insufficient Teachers |
| 96 | Downward trend of Child labor | <ul style="list-style-type: none"> • Free education policy • Reduction in child labor |
| 97 | Low Drop-out rate | <ul style="list-style-type: none"> • School drop-out very low or even non-existent |
| 98 | Dilapidated Infrastructure in Villages | <ul style="list-style-type: none"> • Repairs required for tables and chairs • Requirement to fix classrooms |
| | Participant #15 | |
| 99 | Malfunctioning households | <ul style="list-style-type: none"> • Lack of parental care |
| 100 | Deplorable Infrastructure | <ul style="list-style-type: none"> • Basic structural needs lacking |
| 101 | No school drop-out | <ul style="list-style-type: none"> • No recorded drop out in recent times • All students recently enrolled still in school |
| 102 | Education sector policy | <ul style="list-style-type: none"> • Free education • Encouragement for school attendance |
| 103 | Poor maintenance of Infrastructure | <ul style="list-style-type: none"> • Schools in villages poorly maintained |
| 104 | Disgruntled teachers | <ul style="list-style-type: none"> • Non-payment of teachers allowances |
| | Participant #16 | |
| 105 | Despondency | <ul style="list-style-type: none"> • Lack of encouragement • Losing faith in the system |
| 106 | Coercion | <ul style="list-style-type: none"> • Issuing threats to parents, sanctions |
| 107 | Lack of motivation | <ul style="list-style-type: none"> • Delayed salaries • Unpaid leave allowances • No organized Teacher development programs |
| 108 | Child Labor | <ul style="list-style-type: none"> • Was widespread in this area, but no longer fashionable in the community. • Resulted from poverty, lack of parental car, malfunctioning households |

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| | | <ul style="list-style-type: none"> • Remnants of it after school hours. |
| 109 | Spread of schools | <ul style="list-style-type: none"> • No problem about school dispersion • Many schools in the communities |
| 110 | Low quality Infrastructure | <ul style="list-style-type: none"> • Hope for better infrastructure • Insufficient Funding |
| 111 | Reduced Likelihood of Dropping out | <ul style="list-style-type: none"> • Reduced tendency to drop out • Encouragement to Students |
| 112 | Inadequate Investment in Infrastructure | <ul style="list-style-type: none"> • Facilities in the communities are not adequate • Poor maintenance |
| | Participant #17 | |
| 113 | Bureaucracy | <ul style="list-style-type: none"> • Classrooms in bad condition • Abandoned classroom blocks • Absence of modern toilet facilities for the students • Lack of prompt response from ministry of education. |
| 114 | Manpower Shortage | <ul style="list-style-type: none"> • Lack of enough qualified teachers to teach in rural areas. |
| 115 | Servitude | <ul style="list-style-type: none"> • Past memories of specialization in the supply of child servants. • Prompt and unquestioned obedience to government law. |
| 116 | Funding Problems | <ul style="list-style-type: none"> • Lack of enough chairs and tables • Inability to cope with envisaged increase in school enrollment • Outstanding allowances |
| 117 | Incentives to Schooling | <ul style="list-style-type: none"> • Free education, No examination fees |
| 118 | Infrastructure gap | <ul style="list-style-type: none"> • Uncompleted school blocks • Bad conditions of classrooms • Inadequate toilet facilities |
| 119 | Wide spread of schools | <ul style="list-style-type: none"> • Numerous schools • Large numbers of Low quality schools |
| 120 | Quality gap | <ul style="list-style-type: none"> • Need for Teachers with greater quality |
| 121 | Urban Preference | <ul style="list-style-type: none"> • Better Teachers clustered in the cities • Insufficient number of teachers |
| | Participant #18 | |
| 122 | Dichotomy | <ul style="list-style-type: none"> • Urban area with better school buildings • Quality of education n urban area higher than in rural areas. |
| 123 | Girl child education | <ul style="list-style-type: none"> • Increase in school enrollment for girls |

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| 124 | Insufficient Teachers in Rural communities | <ul style="list-style-type: none"> • Few number of teachers in the rural area of Uruan |
| 125 | New approach | <ul style="list-style-type: none"> • Abandonment of undue reliance on child labor. |
| 126 | Funding | <ul style="list-style-type: none"> • Better in Urban area than rural area |
| 127 | Motivation | <ul style="list-style-type: none"> • More pronounced in urban area than rural area |
| 128 | Absorption capacity | <ul style="list-style-type: none"> • Not prepared to absorb more students under present condition |
| 129 | Better Facilities in the Urban areas | <ul style="list-style-type: none"> • Higher quality infrastructure in schools in the state capital |
| 130 | Proliferation of Schools | <ul style="list-style-type: none"> • Schools in most villages and towns |
| 131 | Non-Uniform Quality standards | <ul style="list-style-type: none"> • Teachers with differing fundamental qualification levels |
| | Participant #19 | |
| 132 | Echoes of the past | <ul style="list-style-type: none"> • School system better organized in the past • Well-equipped laboratories in the past • Well-equipped and maintained classroom blocks in the past. • A standard for comparison between past and present |
| 133 | No motivation | <ul style="list-style-type: none"> • Frequent complaint from teachers over unpaid allowances • Urge to transfer back to urban area • No conducive environment for teaching |
| 134 | Poor maintenance of Infrastructure | <ul style="list-style-type: none"> • Leaking roofs • Not enough chairs and Tables • Schools very dilapidated |
| 135 | Proper dispersion of schools | <ul style="list-style-type: none"> • Schools are well dispersed all around Uruan LGA |
| 136 | Dearth of Sufficient Teacher Quality | <ul style="list-style-type: none"> • Insufficient numbers of quality teachers • |
| 137 | Government Action | <ul style="list-style-type: none"> • Enactment of Law on Child Labor |
| 138 | Enforcement Action | <ul style="list-style-type: none"> • Reduced rate of Student drop-out • Prohibition |
| 139 | Low Resource Commitment | <ul style="list-style-type: none"> • Dilapidated school Buildings in rural setting |
| | Participant #20 | |
| 140 | Time warp | <ul style="list-style-type: none"> • Using the same old structures as parents • Lack of a proclivity for modernization |

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| | | <ul style="list-style-type: none"> • Overcrowded classrooms • Old teaching methods |
| 141 | Demonstration Effect | <ul style="list-style-type: none"> • Well educated people secure better paid jobs • Brighter prospects generally for well educated people. |
| 142 | Malfunctioning of Families | <ul style="list-style-type: none"> • Lack of parental care • Teenage pregnancy high in the past |
| 143 | Insufficient Infrastructure | <ul style="list-style-type: none"> • Lack of good infrastructure • Lack of basic facilities |
| 144 | Teacher quality | <ul style="list-style-type: none"> • Lack of qualified teacher • Poor Educational standard |
| 145 | Even dispersion of schools | <ul style="list-style-type: none"> • Close proximity of schools |
| 146 | Legislation | <ul style="list-style-type: none"> • Free education • Government legislation against child labor |
| | Participant #21 | |
| 147 | Transformation | <ul style="list-style-type: none"> • Images of idealized situation of school infrastructure • ICT education from an early stage lacking • Education quality a bi-directional traffic |
| 148 | Superior School Infrastructure | <ul style="list-style-type: none"> • Schools in villages cannot be compared to the ones in town • Schools in the city have computers and ICT curriculum |
| 149 | Adequate dispersion of primary schools | <ul style="list-style-type: none"> • Well dispersed primary schools |
| 150 | Insufficient Number of Teachers | <ul style="list-style-type: none"> • Youth Corps members taking pressure of Teachers • Not enough teacher for all disciplines |
| 151 | Government policy | <ul style="list-style-type: none"> • Free Education Policy • Universal Basic Education Scheme for primary schools |
| 152 | Decline in School Dropout rate | <ul style="list-style-type: none"> • People beginning to pay adequate attention to education. • Students come to school |
| | Participant #22 | |
| 153 | Self-help or Charity (Benevolence) | <ul style="list-style-type: none"> • Classroom renovation a function of individual commitment |
| 154 | Deterrent effect | <ul style="list-style-type: none"> • Expenditure on free education acts as a drag on infrastructural development |

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| 155 | Deplorable school buildings | <ul style="list-style-type: none"> • Classrooms requiring renovations • |
| 156 | Unequal Resource Allocation | <ul style="list-style-type: none"> • Government placing higher priority to providing school infrastructure to the schools in the city |
| 157 | Low Drop-out rate | <ul style="list-style-type: none"> • Full Classrooms • Plenty students in schools |
| 158 | Government Intervention | <ul style="list-style-type: none"> • Free Education • Government initiative • No child labor |
| 159 | Low Teacher numbers | <ul style="list-style-type: none"> • More teachers required to cope with teeming population • Low quality of teachers' output in rural areas. |
| 160 | Even dispersion of schools | <ul style="list-style-type: none"> • Availability of schools in the villages |
| | Participant #23 | |
| 161 | Urban Bias | <ul style="list-style-type: none"> • Concentration of school infrastructure in urban areas • Neglect of rural areas especially riverine communities |
| 162 | Underprepared educational sector | <ul style="list-style-type: none"> • Lack of qualified teachers in rural areas. • Hindrance to uniform standard of education in Akwa Ibom state. • Limited operations of task force on compulsory education <p>Preference for urban areas by teachers.</p> |
| 163 | Compulsion | <ul style="list-style-type: none"> • Arrests, bans, sanctions etc. |
| 164 | Training for Teachers | <ul style="list-style-type: none"> • Importance of Training teachers • External trainings for teaching staff |
| 165 | No incentive | <ul style="list-style-type: none"> • Lack of special consideration or provision for teachers willing to teach in rural communities |
| 166 | Indifference | Lukewarm attitude to child labor by parents in rural areas |
| 167 | Feedback | Need to inform government on the true state of affairs in the rural communities with respect to the education sector viz, infrastructure oversight. |
| 168 | Dispersion of schools | <ul style="list-style-type: none"> • Schools accessible to students in the villages |
| 169 | Minimal Drop-out rate | <ul style="list-style-type: none"> • Increased activity of enforcement task force |

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| | | <ul style="list-style-type: none"> • Education Policy |
| 170 | Teacher Quality | <ul style="list-style-type: none"> • Lacking quality teachers |
| | Participant #24 | |
| 171 | Infrastructure provision | <ul style="list-style-type: none"> • Renovation of classroom blocks • Provision of classroom desk and chairs • Building of new structures |
| 172 | Contiguity/ accessibility | <ul style="list-style-type: none"> • Schools cited in proximate locations for easy access |
| 173 | Manpower requirements | <ul style="list-style-type: none"> • Lack of enough teaching staff • Need for massive recruitment of teachers |
| 174 | Responsiveness | <ul style="list-style-type: none"> • Nomadic education • Parents driving children to school • Campaign against child trafficking • Urge on the part of children to attend school • Plans by government to recruit more teachers. |
| 175 | Contingency/ Succession plan | <ul style="list-style-type: none"> • Lack of human resource succession plan • Massive retirement of teachers leading to shortage of teaching staff |
| 176 | Child labor | <ul style="list-style-type: none"> • Existence of child labor though minimal • Evidenced by campaign against child trafficking by first lady. <p>Recruitment of religious organizations in the campaign against the practice</p> |
| 177 | Spacing of schools | <ul style="list-style-type: none"> • Not far distances between schools • Rare cases of multiple villages sharing schools • Schools, walking distance from home |
| 178 | Need for more facilities | <ul style="list-style-type: none"> • Poorer infrastructural facilities in village schools • Inadequacy of available facilities |
| | Participant #25 | |
| 179 | Infrastructure | <ul style="list-style-type: none"> • Not in good condition • Not favourable for successful learning • Shortfall in accommodating pupils • Overcrowding • Sitting on bare floor • Not enough classroom • Lack of teaching materials |

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| 180 | Staff qualification | <ul style="list-style-type: none"> • Not enough qualified teaching staff • Teacher-pupil ratio very poor. • Absence of teachers leads parents to withdraw children from school • Sustaining how quality education in private mushroom nursery schools • Lack of infrastructure discouraging teachers from rural areas • Selective posting of teachers |
| 181 | Commitment | <ul style="list-style-type: none"> • Teachers purchase chalk with individual money • Purchase of local charcoal to re-darken blackboard • Liaising with parents • Orientation with villagers • Exploring traditional means of education to reach out to everybody e.g. use of town crier • Book donation by private individuals to government • Promptly distributed • Library built and donated by family |
| 182 | Child labor | <ul style="list-style-type: none"> • Depends on family background • Quest for financial independence • Lack of finance, poverty catalyst for child labor • Abolition outside jurisdiction of school • Lack of enforcement • Selling meat at slaughter • Reduced participation/ attendance in school |
| 183 | Contradiction | <ul style="list-style-type: none"> • Erroneous belief that schools can handle the fallout of implementing the child labor policy • No resource for buying teaching materials like chalk, darkening of black boards etc. • Use of personal money of teachers • Erroneous belief that schools have the same standard and quality • No attempt to repair damaged pipe borne/ bore hole in school premises. |

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| 184 | Insignificant teacher numbers | <ul style="list-style-type: none"> • Small Teacher to student ratio • Inadequate teacher qualification |
| 185 | Even dispersion of schools | <ul style="list-style-type: none"> • Proximity of schools in the village |
| 186 | Poor Quality in Rural schools | <ul style="list-style-type: none"> • Inadequate basic Infrastructure |
| Participant #26 | | |
| 187 | Infrastructure | <ul style="list-style-type: none"> • Poor classroom condition • Dilapidated roofs • Students make their own chairs/tables • Distractions • Prolonged neglect of facilities |
| 188 | Accessibility | <ul style="list-style-type: none"> • Surrounding villages have unrestricted access to schools |
| 189 | Education quality | <ul style="list-style-type: none"> • Depends not only on teachers but also the students |
| 190 | Easy Accessibility | <ul style="list-style-type: none"> • Schools in surrounding villages • Schools, Walking distances from home |
| 191 | Quality of village schools | <ul style="list-style-type: none"> • Poor state of schools in the villages |
| 192 | Lack of enough qualified teachers | <ul style="list-style-type: none"> • Insufficient number of teachers with adequate qualification |
| Participant #27 | | |
| 193 | Infrastructure Donation | <ul style="list-style-type: none"> • Parents Supply children with desks and chairs |
| 194 | Infrastructure | <ul style="list-style-type: none"> • In a pitiable state • Prolonged neglect • Inadequate facilities at laboratory • Teachers not adequately provided for infrastructure wise |
| 195 | Adequate spread of schools | <ul style="list-style-type: none"> • Schools in all around the village |
| 196 | Better Quality | <ul style="list-style-type: none"> • Urban schools having better facilities |
| 197 | Supervision | <ul style="list-style-type: none"> • Focused only on teachers |
| Participant #28 | | |
| 198 | Manpower Gap | <ul style="list-style-type: none"> • Need to hire more teachers • Usefulness of training of Teachers |
| 199 | Enforcement | <ul style="list-style-type: none"> • Free education policy • Banning of child labor |
| 200 | Dilapidated School Infrastructure | <ul style="list-style-type: none"> • Infrastructure in need of radical transformation |

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| 201 | Adequate allocation of schools | <ul style="list-style-type: none"> • Primary and secondary schools scattered round |
| 202 | Higher Priority | <ul style="list-style-type: none"> • Rural schools needing more urgent attention • |
| 203 | Increase in student numbers | <ul style="list-style-type: none"> • Government policy • Increased girl child education |
| | Participant #29 | |
| 204 | Bureaucracy | <ul style="list-style-type: none"> • Evasive • Adopting government official line • Going local as government propaganda tool |
| 205 | Ideal situation | <ul style="list-style-type: none"> • Painting a picture of paradise in the education sector • Deliberate attempt to mislead researcher • Not reliable |
| 206 | Teacher Requirement | <ul style="list-style-type: none"> • Massive recruitment of graduate teachers • Need for more teachers |
| 207 | Compulsory Education | <ul style="list-style-type: none"> • The child rights Act • Ban on Child labor |
| 208 | Quality of Teaching Staff | <ul style="list-style-type: none"> • Teacher quality can be improved |
| | Participant #30 | |
| 209 | Poverty | <ul style="list-style-type: none"> • Idle young man • Underutilization of skills • Lack of employment opportunities • Deception • Bleak future • Hard work |
| 210 | Urban Bias in school Infrastructure | <ul style="list-style-type: none"> • More school infrastructure in the city than in the local community |
| 211 | Proliferation of Schools | <ul style="list-style-type: none"> • Availability of schools in all the villages |
| 212 | Insufficient Teachers | <ul style="list-style-type: none"> • Number of available teachers not proportionate to the number of students |
| 213 | Teachers without required qualifications | <ul style="list-style-type: none"> • Teachers are lacking required education to function in their positions |
| 214 | Reduction in Child labor | <ul style="list-style-type: none"> • Child labor on the decline |

Appendix F: Emergent Themes

| Ref.No | Emergent Themes | Ref.No | Emergent Themes |
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| | ENFORCEMENT STRATEGIES (EFS) | | LOW DROP-OUT RATE IN SCHOOLS (LDR) |
| 8 | Changing context of child labor activities | 5 | Negative effect on quality of education |
| 9 | Conscious denial of child labor practices | 6 | High enrolment rate |
| 22 | Compulsory School Attendance | 7 | Increase in the rate of girl child education |
| 25 | Worldwide phenomenon | 10 | Positive effect of government policy on education |
| 34 | Compulsory Education | 12 | Inability to cope with increased school enrolment |
| 41 | Child labor policy | 17 | Few recorded Drop outs |
| 48 | Ban on Child labor | 42 | Few school drop outs |
| 56 | Enforcement of Child labor policy | 47 | Low drop-out rate |
| 63 | Policy on child labor | 53 | Low Drop-out rate |
| 67 | Government support | 64 | Enthusiasm for Schooling |
| 72 | Government support initiatives | 79 | Reduced Drop-out rate |
| 81 | Government Influence | 85 | Reduced School drop out |
| 89 | Policies set by Government | 90 | Improved school attendance |
| 96 | Downward trend of Child labor | 97 | Low Drop-out rate |
| 102 | Education sector policy | 101 | No school drop-out |
| 108 | Child Labor | 111 | Reduced Likelihood of Dropping out |
| 115 | Servitude | 117 | Incentives to Schooling |
| 137 | Government Action | 123 | Girl child education |
| 138 | Enforcement Action | 128 | Absorption capacity |
| 146 | Legislation | 141 | Demonstration Effect |
| 151 | Government policy | 152 | Decline in School Dropout rate |
| 158 | Government Intervention | 15 | Low Drop-out rate |

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| 176 | Child labor | 16 9 | Minimal Drop-out rate |
| 199 | Enforcement | 17 2 | Contiguity/ accessibility |
| 207 | Compulsory Education | 18 8 | Accessibility |
| 214 | Reduction in Child labor | 20 3 | Increase in student numbers |
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| | EVEN DISPERSION OF SCHOOLS (EDS) | | POOR INFRASTRUCTURE (PIF) |
| 2 | Even dispersion of school | 1 | Poor Maintenance of Infrastructure |
| 21 | Proximity of schools to settlements | 18 | Decaying Infrastructure |
| 27 | The availability of schools in Uruan | 31 | Obsolete Infrastructure |
| 30 | Ban of Child labor | 44 | Bad state of school infrastructure |
| 32 | Dispersion of schools | 51 | Lack good infrastructure |
| 37 | Even School Dispersion | 59 | Insufficient Public school infrastructure |
| 45 | Adequate dispersion of schools | 68 | Reduced concentration levels during lectures |
| 52 | Presence of schools everywhere in the state | 69 | Dilapidated school structures |
| 61 | Public schools are numerous | 10 0 | Deplorable Infrastructure |
| 66 | Number of schools dispersed evenly | 10 3 | Poor maintenance of Infrastructure |
| 70 | Proximity of Primary schools | 11 0 | Low quality Infrastructure |
| 74 | Proliferation of schools | 11 8 | Infrastructure gap |
| 78 | Availability of schools | 13 4 | Poor maintenance of Infrastructure |
| 83 | Dispersion of schools | 14 3 | Insufficient Infrastructure |
| 91 | High number of Schools | 15 5 | Deplorable school buildings |
| 93 | Wide Availability of Primary schools | 12 2 | Dichotomy |
| 109 | Spread of schools | 16 2 | Underprepared educational sector |
| 119 | Wide spread of schools | 17 1 | Infrastructure provision |

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| 130 | Proliferation of Schools | | 17 8 | Need for more facilities |
| 135 | Proper dispersion of schools | | 17 9 | Infrastructure |
| 145 | Even dispersion of schools | | 18 3 | Contradiction |
| 149 | Adequate dispersion of primary schools | | 18 7 | Infrastructure |
| 160 | Even dispersion of schools | | 18 9 | Education quality |
| 168 | Dispersion of schools | | 19 4 | Infrastructure |
| 177 | Spacing of schools | | 19 7 | Supervision |
| 185 | Even dispersion of schools | | 20 0 | Dilapidated School Infrastructure |
| 190 | Easy Accessibility | | | |
| 195 | Adequate spread of schools | | | |
| 201 | Adequate allocation of schools | | | |
| 211 | Proliferation of Schools | | | |
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| | INSUFFICIENT NUMBER OF TEACHERS (INT) | | | URBAN-BIAS IN SCHOOL INFRASTRUCTURE (UBI) |
| 3 | Limited number of qualified teachers | | 4 | More resources committed to equipping Urban schools |
| 19 | Insufficient number of teachers | | 15 | Urban bias in infrastructural provision in schools. |
| 28 | Lack of Sufficient Teachers | | 26 | Urban bias in location of good schools |
| 35 | Insufficient Staff Numbers | | 39 | Urban bias of quality of school Infrastructure |
| 38 | Insufficient number of qualified teachers | | 49 | Poor Infrastructure in rural communities |
| 43 | Cheap labor utilized due to Inadequate Teachers | | 57 | Greater number of schools in the towns |
| 55 | Low teacher numbers | | 60 | Private schools clustered in the towns |
| 65 | Shortage of qualified teachers | | 62 | Public schools having Lower standards |
| 82 | Dearth of Teachers in schools | | 71 | Substandard Teacher qualification |
| 88 | Low Teacher Performance | | 73 | Poor school Infrastructure in villages |
| 94 | Lack of motivation | | 76 | More Funding for Urban schools |

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| 107 | Lack of motivation | | 84 | Lesser resources in Rural schools |
| 114 | Manpower Shortage | | 87 | Inadequate resources in village schools |
| 121 | Urban Preference | | 98 | Dilapidated Infrastructure in Villages |
| 124 | Insufficient Teachers in Rural communities | | 11 2 | Inadequate Investment in Infrastructure |
| 127 | Motivation | | 12 1 | Urban Preference |
| 133 | No motivation | | 12 9 | Better Facilities in the Urban areas |
| 136 | Dearth of Sufficient Teacher Quality | | 13 9 | Low Resource Commitment |
| 150 | Insufficient Number of Teachers | | 14 0 | Time warp |
| 165 | No incentive | | 14 8 | Superior School Infrastructure |
| 170 | Teacher Quality | | 15 6 | Unequal Resource Allocation |
| 173 | Manpower requirements | | 16 1 | Urban Bias |
| 175 | Contingency/ Succession plan | | 18 6 | Poor Quality in Rural schools |
| 180 | Staff qualification | | 19 1 | Quality of village schools |
| 184 | Insignificant teacher numbers | | 19 6 | Better Quality |
| 192 | Lack of enough qualified teachers | | 20 2 | Higher Priority |
| 198 | Manpower Gap | | 21 0 | Urban Bias in school Infrastructure |
| 206 | Teacher Requirement | | | |
| 212 | Insufficient Teachers | | | |
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| | DEARTH OF MANPOWER DEVELOPMENT (DMD) | | | |
| 12 | Inability to cope with increased school enrolment | | | |
| 20 | Poor investment in staff development | | | |
| 29 | Qualified Teachers | | | |
| 33 | Shortage of qualified teachers | | | |
| 46 | Teachers with inadequate | | | |

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| | qualifications | | | |
| 54 | Lack of teacher experts in specific disciplines | | | |
| 65 | Shortage of qualified teachers | | | |
| 77 | Dearth of development support for teachers | | | |
| 82 | Dearth of Teachers in schools | | | |
| 88 | Low Teacher Performance | | | |
| 95 | Lack of qualified staff in the villages | | | |
| 104 | Disgruntled teachers | | | |
| 107 | Lack of motivation | | | |
| 114 | Manpower Shortage | | | |
| 120 | Quality gap | | | |
| 131 | Non-Uniform Quality standards | | | |
| 136 | Dearth of Sufficient Teacher Quality | | | |
| 144 | Teacher quality | | | |
| 150 | Insufficient Number of Teachers | | | |
| 159 | Low Teacher numbers | | | |
| 164 | Training for Teachers | | | |
| 173 | Manpower requirements | | | |
| 189 | Education quality | | | |
| 192 | Lack of enough qualified teachers | | | |
| 198 | Manpower Gap | | | |
| 208 | Quality of Teaching Staff | | | |
| 213 | Teachers without required qualifications | | | |