

International Framework In Eradicating Child Labour

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Chapter -1**INTRODUCTION**

The India government has established various proactive policies towards elimination of child labour. India has not yet ratified ILO Conventions 138 and 182 on banning child labour and eliminating the worst forms of exploitation. However the government of India implemented a child labour law in 1986(The Child Labour Prohibition and Regulation Act) the legislation sets a minimum age for employment of children at fourteen years and forbid child labour in dangerous sectors. The Government prohibits forced and bonded child labour but is not able to enforce this prohibition. The Child Labour Prohibition and Regulation Act does not forbid child labour but consider about regulating it. But indeed the law does not eliminate all forms of child labour specially when the vast majority of children under the age of fourteen are working in family farms or doing households (Venkatarangaiya Foundation;2005). India has a number of child labour projects which have been implemented to help children from hazardous occupations and provide them an education. Including the National Child Labour Policy (NCLP) started in 1987. The aim of NCLP is to help children in hazardous activities and provide non-formal education, vocational training, supplementary nutrition etc. The ILO IPEC (International Programme on the Elimination of Child Labour) is also another programme which eliminate child labour, the programme sponsors 175 projects in India(Padmanabhan,2010) Furthermore, several NGOs like Care India, Child Rights and You, Global March against Child Labour, etc. have taken up the task to get the children back to school and also volunteers along with villagers. The MV Foundation is non-governmental organisation (NGO) whose mission is to tackle child labour through promoting elementary education, even approaching parents to send their children to school. In spite of various laws regarding child labour and much efforts done by the non-governmental organizations, nonetheless children continue to work on a massive scale in most parts of the country. This is a problem because most child labour laws in India do not cover all types of work such as agriculture, wholesale trade, restaurants and domestic works. Usually these children are the most vulnerable child labourers (Venkatarangaiya Foundation;2005). Despite these efforts, child labour legislation to protect children has been unsuccessful, this is because of the majority of Indian population lives in rural areas with lack of infrastructure and is difficult to enforcement of laws and policies in rural areas. Many of the policies and legislative tools in

India are rooted deeply in deflection, allowing for illegal behaviours to take advantage of flaws. Many people believe that the cause of these behaviours is something technical, it will be shown that there is a relative heavy percentage of human omitting factor involved, often arising from the mentioned attitudes towards children's work (Murphy, 2005).

The term child labour has many definitions by different scholars. According to Suda (2011) the term child labour refers to when children is working in any type of work that is dangerous and harmful to children's health or the work hinders their education. For Moyi (2011) child labour refers to low wages, long hours, physical and sexual abuse. According to Edmonds and Pavcnik (2005) child labour is viewed as a form of child labour abuse, when children work in bad conditions and hazardous occupations. The meaning of the term of child labour also varies among organizations, ILO argues that child labour is difficult to define. It depends on the type of the job and, if the age is under eighteen and if the job intervenes the children's education and development (ILO: 2004). A child, according to the UN Convention on the Rights of the Child (CRC) 1989 refers to a person under the age of eighteen. The World Bank assumes that child labour can do serious threat to long-term national investment. Furthermore, according to UNICEF the problem of child labour can have more bad consequences besides all the concerns of investment or its relation to economic activity (ILO, 2013; Weston, 2005). Bhat (2010) asserts that the definition of child labour is not simple because it includes three difficult concepts to define, which are "child", "work" and "labour". He claims that the term of childhood can be defined by age but in some societies, people cease to be a child at different ages. The onset of puberty occurs at different ages for different people. Therefore in the Article 1 of the United Nations Convention on the Rights of the Child and the ILO Convention on the Worst Forms of Child Labour, 1999 (No. 182) defines a child who is under the age of eighteen years (Bhat, 2011).

The definition of child labour differs among societies, for example in Africa and Asia they do not consider the work of fifteen years old person as a child labour, they view child labour as a good task that children learn skills from work. They distinguish between child labour and child work, where child work is considered to be a part of the children's training to be responsible adults while child labour is thought to be exploitative (Omokhodion & Odusote, 2006). Not all work that children does is severe, according to ILO reports (2002) if a work does not hinder

children's schooling or do not affect their health physically and mentally, then it is generally not categorized as child labour. For instance helping parents at home, looking after siblings or working for pocket money after school hours and during holidays. Also Aqil (2012) assumes that not all work that children do can harm their health or considered as exploitative but it depends on what kind of work they are involved in and how many hours they work. It also depends on work conditions, or environment. However Weston (2005) argues that any work children do, can be damaging to their health because the work can be abusive, exploitative or hazardous and it can influence their health. Omokhodion and Odusote (2006) argued that any work that children does outside home is classified as child labour. According to them working outside home is usually exposed to environmental hazards which may affect their health and safety.

- **Overview of Child Labour**

During the beginning of the industrial revolution children were forced to work around family farms, in factories, tending crops or preparing food. They work in industries and their conditions of work were very dangerous and often deadly. At that time, the industry preferred children to work because children provided cheap labour and more malleable workers (Basu et al. 1999). In 1833 and 1844 the first legislation came to ban child labour. It implied that children should not work, and the idea was to remove all children from labour which interfered with school. However many children continued to be involved as child labour which was prohibited by law (Bhat 2011). Indeed child labour was almost completely reduced from the developed world, however currently, child labour still continues to rise in developing countries because of rapid population growth, high rates of unemployment, inflation, poverty, malnutrition, bad leadership, 14 corruption and low wages (Bass, 2004). Child labour is taking place everywhere in the world particularly in low income countries and these children are working in all sectors of the economy, such as agriculture, manufacturing, fishing, construction, domestic service street vending etc. In addition to that children are normally unregistered as employers and working in very poor and dangerous conditions without social protection. (Serwadda-Luwaga ,2005) The incidence of child labourers throughout the world is difficult to verify because of the lack of reliable statistics of child labour. The reason is that the governments usually do not collect current data regarding child labour, and many child labourers are invisible (Das, 2012). Although reliable data is not available, ILO has estimated the number of child labourers in 2008 were 215

million boys and girls aged between five to seventeen years worldwide, with 115 million of them working in hazardous jobs (Aqil, 2012). The table 1.1 below shows that Asia-Pacific region has the highest number of child labourers with (113.6 million), after that sub-Saharan Africa (65.1 million) and Latin America and the Caribbean (14.1 million) (Muhumuza, 2012).

- **Rural and urban child labour**

Child labour has been a complex rural problem, as well with children helping out in the farm with their families. The vast majority of child labour is involved in agriculture. On the other hand agricultural sector is the mainstay of developing countries economy, particularly in Africa. (Baker,2008).Generally, throughout the world rural children were more likely to be engaged in economic labour activities compared to urban children, because poverty is more prevalent in rural areas especially among those who depend on agriculture(Akarro& Mtweve, 2011). Poor rural families considers making their children work in farms, may increase household's income (Serwadda-Luwaga,2005). Rickey (2009) points out that many rural areas lack basic services such as electricity and access to drinking water. In such cases their children must fetch water especially girls, who are more involved in housework. Child labour also exists in cities. According to World Bank, child worker is typically a sign of urban poverty in many countries, and special in Sub-Saharan Africa. Urban children usually are involved in domestic work or sales. Their working conditions are very poor, unhealthy and crowded. They work for long hours with very low wage or no wage. Girls are usually the most vulnerable; they are typically trafficked for commercial sexual exploitation in urban centres such as Mumbai, Calcutta and New Delhi (Baker, 2008). They face many problems due to poverty. Poor urban children are at particular risk of many problems such as lack of education, healthcare and social protection (Baker, 2008). Urban children attend more to school than rural children. Urban areas provide better educational access, quality and infrastructure than rural areas. For poor rural children living far off from school, transportation cost often becomes a challenging 15 affair for their families (Hueble, 2008). According to Edmonds (2007) rural children work more and for longer hours than urban regions. Regarding attendance, due to limited access to school rural children are more likely to be involved in child labour. Moreover, urban and rural areas differ in the terms of how schooling and child labour are related. Education levels are generally very low among children in rural areas.

- **Gender differentials in child labour**

There is gender discrimination among child labour. Boys and girls often do different jobs and its differs by country and industry, for instance boys are more economically active than girls in Latin American countries like Bolivia and Colombia, but in Africa such as Côte d'Ivoire and Ghana, girls are more involved in economic activities. Girls and boys can be found in different types of economic activities. For example boys are more concentrated in manufacturing, trade, restaurants, hotels, and transport, while girls are more concentrated in agriculture and domestic work(World Bank: 2005). Another study by Edmonds (2007) found that a large number of child labourers are engaged in domestic works who are employed by private households, for example Kenya, Tanzania and Zambia. Edmonds (2007) assumes that boys in Bangladesh tend to engage more in industrial activities than girls. Boys are more likely to be found in fishing, wood furniture manufacturing, construction site, retail trade of grocery ,while girls are likely to work in textile, handcrafting and in private household services. Mamadou (2009) asserts that boys tend to be engaged more in economic activities, while girls are more involved in household chores or taking care of siblings. In general, girls are often made invisible in labour whereas they represent a very large proportion of working children. This is because, parents often have to decide to send only some of their children to school, and it is often the girl who loses out(Bhat: 2010). Ray (2001) carried out a research in Nepal and Pakistan. Where he assumed that gender bias was more prevalence in case of Pakistan than compared to Nepal. In Pakistan boys are more likely work longer hours than girls and rural children are poorer than urban, while it was the opposite in Nepal.

- **Types of child labour**

Child labourers are involved in many different forms of works, which include risks and hazards. These children are vulnerable to physical pain and injury particularly being exposed to health hazards (Levison& Murray, 2005). According to ILO (2012) the vast majority of child labour is involved in hazardous occupations such as agriculture, mining, manufacture, construction bonded child labour, domestic work and fishing. Environmental and occupational conditions can impact on the health and development of the children. Children working in different sectors such as agriculture, factories, domestic labour, sex workers and carrying out their illicit activities,

migrant labourers, and on the streets as vendors etc. The effect of job and activities can vary from a country to a country. Also working conditions, ages and gender of children involved in the differences too (O. O'Donnell et al., 2002). According to Amon et al., (2012) mainly child labourers in Sub-Saharan Africa and in Southeast Asia are involved in the worst forms of child labour , which persists such as child trafficking, bonded child labour, child domestic work, hazardous child labour, etc. More than 90 percent of working children in hazardous jobs which are exposed to chemicals, and dangerous tools.

Chapter- 2**ROLE OF INTERNATIONAL FRAMEWORK**

The International Labour Organization (ILO) and the United Nations International Children's Emergency Fund (UNICEF) are two of the predominant international agencies working against child labour. The ILO support governments on setting policies or convention as well as implementing numerous programs. These include direct projects such as offering vocational training to children and indirect projects to strengthen the skill of government officials employers and organizations workers'. The United Nations Children's Fund (UNICEF) improves the healthcare and the quality of education. The ILO set two international labour standard conventions, which are presented as the following. The aim of two conventions are to protect the children from exploited employment, unsafe and unhealthy work and set a minimum age, children under the age of fourteen are not allowed to work. Many organizations like ILO and UNICEF and scholars recommend that child labour can be tackled through public and education policy. (Bhat,2010;Bhat et al,2009) Moreover, many countries around the world have established child labour laws; however some countries have failed or could not achieve that goal because of social economic problems; such as poverty which makes poor families to push many children into labour market to increase family income. Huebler(2008) suggested that policy on child labour is not effective for society if the family lacks basic human needs. They are forced to send children to earn money ignoring the policies on education. Most countries have child labour laws to protect children under a certain age from workplace, although child labour laws are very difficult to enforce. Betcherman el., (2004) claims this is because of most child labourers work in rural areas or work for their families, or remain invisible working in domestic homes and unregistered establishments (Betcherman el., 2004).

- **ILO Convention No. 138 on the minimum age for admission to employment and work (1973)**

The ILO's Convention No. 138 Minimum Age Convention ratified by 161 countries and adopted by International Labour Organization in 1973. The main aim of ILO's Convention 138 is to set a minimum age for employment and that children under fifteen years of age should not be working. For light work the age should not be under thirteen, harmful to a child's health and

does not interfere with their school. Children under eighteen are not allowed to work in hazardous work. On the other hand, State Parties allow some types of hazardous work from the age of sixteen if they provide adequate protection and training. Some countries like Brazil, China and Kenya have already set the minimum age for hazardous work at sixteen years (ILO,2012). While the ILO Convention 138, has reduced child labour in some places, many consumers in North America and Europe prohibits imports made by child worker or boycotted companies using child labour in their supply chains. For example in Bangladesh garment industry removed 50,000 children who were involved in poor condition with less payment, and mostly girls under the age fourteen were removed from work(Betcherman et al., 2004).

- **ILO Convention No. 182 on the worst forms of child labour (1999)**

The term Worst forms of child labour was found by ILO, and 174 countries ratified ‘Worst Forms of Child Labour Convention 182’ in 1999, which focuses on elimination of hazards in child labour under the age of eighteen. It prohibits all types of jobs such bonded labour, prostitution pornography, illicit activities, trafficking child soldiers, or jobs which are dangerous or unhealthy that exposes children to physical, psychological, moral damage, or sexual abuse. Like working in streets for long hours or begging money. Much of hazardous works are happening in poor countries, where children lack access to healthcare infrastructure or basic information on health risks and protective measurements (ILO, 2012; Aqal, 2012; Miller, 2010). ILO stated that the largest numbers of child labourers are involved in worst forms of child labour and 115 million children are working in hazardous works and the total number of child workers in the worst forms is increasing. One of the reasons that Dessy and Pallage(2003) pointed out was children easily can get the harmful forms of jobs. Usually parents are aware that their children are involved in unacceptable and harmful jobs, but they are forced to send their children into Worst-Forms jobs. However poor households do not usually think of the consequences. That is why the Convention 182 is promoting governments, and civil society organizations' resources on working against child labour. In recent years the number of child labour in hazardous work dramatically increased hence the ILO set the goal of eliminating the worst forms of child labour by 2016 (Amon et al., 2012; Miller,2010).

- **The United Nations Convention on the Rights of the Child (1989)**

The United Nations established the UN Convention on the Rights of the Child (CRC) in 1989. Almost all nations signed the convention but there are three countries; Somalia, South Sudan and the United States which have not ratified it yet. As opposed to the ILO Minimum Age Convention the CRC contains provisions on human rights for children. The CRC consists of 54 articles which are internationally recognized and include civil political, economic, social and cultural rights widely ratified in human rights agreement today. CRC makes the state primary education compulsory and free, and it encourages the development of secondary education, including vocational training. There are five provisions in CRC which support child labour. The definition of child that CRC defines in (Article 1) is a person who is under the age of eighteen. (Article 19) Children need protection from violence and exploitation (Article 28), children need protection from sexual exploitation and abuse. (Articles 32) every child should be protected from work exploitation and from hazardous jobs which hinder children's education, or harm their health and development. (Article 34) mentions all children have the right to access primary education and in (Article 34), a child has right to be protected from all forms of exploitation (Article 36) (Aqil, 2102). The United Nations (UN) adopted the Millennium Declaration on year 2000. The aim of the Millennium Declaration and the Millennium Development Goals (MDGs) is to achieve eight goals by 2015; 1) Eradicate extreme poverty and hunger 2) Achieve universal primary education 3) Promote gender equality and empower women 4) Reduce child mortality 5) Improve maternal health 6). Combat HIV/AIDS, malaria, and other diseases 7). Ensure environmental sustainability 8) Develop a global partnership for development (Rena, 2009). The Millennium Declaration and the Millennium Development Goal (MDGs) has greatly reduced the problem of child labour, for example by the fight against poverty, which forces children into work. Universal primary education can also help free children from the workforce, and the promotion of gender equality can reduce discrimination against the education of girls and lessen the traditional burdens which keep them in their own households. A large number of child labourers are HIV/AIDS orphaned, so child labour can also be mitigated by reducing HIV/AIDS deaths (Okusa, 2008).

Tackling child labour on International instruments Many strategies have been developed for the eradication of child labour, some of which are innovative ideas from international organisations

such as International Programme on the Elimination of Child Labour (IPEC) created in 1992 which focuses on protecting children from exploitative work and promoting free education. IPEC monitors and takes immediate action to prohibit and eradicate the worst forms of child labour. IPEC cooperates with the governments, employers and workers. The programme is running in fifteen countries from Eastern Europe, Asia (Central, South, and Southeast regions), North Africa, and Lebanon (Miller; 2010). Other partners are also working among the wide network of organizations that combat child labour and includes government agencies, international agencies and some non-governmental organizations (NGOs) working towards combating child labour and advocate children's right such as International Save the Children Alliance (ISCA) established in 1919, Anti-Slavery International and Global March Against Child Labour found in 1998 (Weston; 2005). Governments of countries all over the world have different policies and programmes across borders to directly or indirectly combat child labour menace, example of this is the Cash Transfer Programme; today many countries have conditional cash transfer programmes which promote cash deposit as a relief to poor families, such as Bolsa Escola, the Brazilian Child Labor Eradication Program (PETI), Mexican Program for Education, Health and Nutrition (PROGRESA), Bangladesh's Food-for-Education (FFE) program. One of the biggest programmes is Bolsa Escola; which is an anti-poverty program of the Brazilian government; The Bolsa programme was implemented in 1990s .The aim of the program is to break the poverty cycle, rising and improving educational attainment and combating child labour. The program provides several forms of subsidies such as educational stipend and food supplement support. The program has increased while dropout rates have decreased (Sakurai,2006). Studies suggest the disadvantage of cash transfer programmes in low-income countries is that these programmes are less helpful at combating child labour than they are at increasing schooling. While other studies suggest these programmes rises income for poor households and can reduce the number of child labour, (Emerson & Knabb; 2005) for example, Edmonds (2006) assumes that number of child labour in South Africa declined and more children attend school when poor families get money (ILO, 2013). Ravallion and Wodon (2000) found evidence that a food-for-education programme in Bangladesh did indeed raised school enrollment. Skoufias and Parker (2001) found that the conditional cash transfer programme, PROGRESA, in Mexico showed the programmes has impact on both school enrollment and child labour.

Chapter- 3**SOCIO-ECONOMIC FACTORS RELATED TO CHILD LABOUR**

This chapter presents the theoretical framework, which is based on the socio -economic factors that causes child labour.

(i) Poverty as root cause:

There are several circumstances that affect child labour. Studies have demonstrated that the most notable reason being poverty (Bhat& Rather,2009). Decisions about child labour and schooling are generally made by parents. If the family live below the poverty line, parents see children as part of contributor in their family income. Basu (1998) used a theoretical model of child labour, where he showed the only reason parents send children to labour is because of their low income. Consequently poor parents cannot afford schooling for their children. Thus, mainly poor households are to send forced their children to labour instead of sending to school. Rena (2009) shows that that poverty and underdevelopment drives child labour. She found that the high prevalence of poverty amongst countries, including India, China, Bangladesh, Pakistan, Sri Lanka, Papua New Guinea, Ethiopia, Uganda, Mozambique, Malawi, Sudan, and Chad increases the child labour. Therefore, child labour is widespread throughout Africa, and Asia. According to the studies of Edmonds and Pavcnik (2005); O'Donnell et al. (2005) and Akarro and Mtweve (2011) they assume that tackling poverty can be a perfect solution to reduce child labour. Beside poverty, many factors influence the incidence of child labour which can be listed in the following points.

(ii) Family size:

Indeed, large poor households usually have more children involved in child labour than children from smaller households, which demonstrates family size have an effect on child labour. Parents oblige their children to work because they are not able to manage the demands of a large size family. There is also gender differences among household size. Not everyone and of all age in the family are working as child labour, which depends on the child's age and gender, for example boys are more likely to attended to school than girls. Older siblings often contribute more to the family income (Ahamd, 2012; Boyden J and Myers, 1998). Okpukpara et al., (2006)

found that in Nigeria, younger children, where are more likely to go to school than older children, where mostly boys attend schools than girls.

(iii) Family condition:

A growing number of children who have either lost one or both the parents and those impacted by HIV/AIDS in the family, are forced to work in order to support themselves and their siblings. The numbers of orphaned children are increasing particularly in sub Saharan Africa, many whom become street children, and live in very different circumstances (Vandenberg,2007).

(iv) Traditional or cultural factor:

Culture is another factor which is driving children into labour market. Different cultures of many societies make children start work at very young age which are related to traditions and cultural factors. They assumed that children need to learn skills that can be good for their future. According to Tauson (2009) in rural Guatemala; parents prefer their children to work because 21 they consider it beneficial for them as they learn work skills. Obinna E and Osita-Oleribe (2007) assume that many families in Africa want their children to help in contributing towards family income.

(v) Corruption:

Corruption is the one of main reason for abusing resources, wherever there is poverty; there is also corruption(Murphy,2005).According to United Nations Development Programme(UNDP) (2012)“Corruption exacerbates poverty and inequality, undermines human development and stability, encourages and sustains conflict, violates human rights, and erodes the democratic functioning of countries.” Onyemachi(2010) points out that corruption among government officials is another reason that hinders social and economic growth and increases poverty. Corruption can have hugely negative effect on children’s right that deprives basic services such as health care, education and infrastructure. Corruption can diminish children’s ability to escape poverty. For example in many countries employers corrupt labour inspectors to hire underage children such as India, where the incidence of large number of child labourers indicates towards corruption (United Nations Development Programm,2012).

(vi) Civil war:

The civil war is another factor contributing to child labour. The war destroys the economy of the country, people become much poor and all resources go to the war. As Doucet noted in a BBC articles on September 25, 2013 that Syrian refugee families who have fled Syria's civil war send their children to work to earn money for basic necessities of life. These children are exposed to exploitation. Wars burn all good things that any country could have. It brings diseases, poverty, damages, and many other horrible things. Again, no help will be of use as long as the war is continues.

(vii) Urban migration:

Many rural families migrate to urban areas because of rural push and urban pull factors. As a consequence of that, they are often forced to live and work in the street as they lack access to basic requirements such as food, shelter etc. and these children become street workers as vendors. Mostly street workers are vulnerable to violence and become more susceptible to illegal works, such as stealing, trafficking drugs and prostitution (Yadav & Sengupta ,2009). These children live in urban poverty, many child labourers live in unhealthy poor conditions slum areas and work in poor environment such as domestic work, or work in hotels and restaurants etc. (Serwadda-Luwaga,2005) Many cities in developing countries have experienced rapid urbanization. This means that the population is increasing in cities due to immigration and natural growth. Urban poverty is a multidimensional phenomenon. Urban poverty in developing countries faces many challenges in their daily lives. Many poor people living under great hardship, due to unemployment, housing 22 shortages, violence and unhealthy environments. The problem of poverty can have weaknesses in the economy and lack of equity to the provision of services (Shitole 2005:129). Poverty refers to a function of social, economic and political structures and processes that creates unequal distribution of resources, both within and in the global context between communities(Lister 2004:51). Increased urbanization has resulted in poverty in the cities. Urban poverty raises slums. These areas are characterized by high unemployment, poor sanitation, inadequate access to clean drinking water and inadequate housing. According to Dash (2013) many poor rural areas migrates to Delhi, where migrant families and their children are forced to work for survival and economic opportunities.

(viii) Globalization:

Globalization is another cause of child labour. Globalization has positive and negative impacts, nevertheless; globalization might give developing countries the opportunity to increase their gross domestic production (GDP) per capita via new trade possibilities and ascend their foreign direct investment (FDI) inflows. Globalization also has brought adverse impacts on child labour in developing countries. In recent years, many international companies moved their production abroad. These companies often indulge in hiring children as cheap labours as they are enduring, and carry out commands given by their employers even if they're abused and exploited (Mapaure, 2009). Mishra(2012) claims that in India, globalization has obliged more children to work in hazardous occupations like brick kiln , motor garage, hotels, shops, transportations, manual loading work etc. Some studies suggest that higher income and higher standard of living can reduce the potential problem which resulted from the increasing child labour of globalization (Congdon Fors,2012). Other argues that globalization will increase the opportunity of exploiting cheap labour specially from low income countries. For example countries like Vietnam, Mexico and Thailand have provided evidence that child labour declines due to globalization, but countries like Bolivia and Zambia have showed a decline in schooling and an increase in child labour(Mishra,2012).

(ix) Relationship between Child Labour, Family income and Education:

Lack of education or poor quality education is another factors that contribute to high incidence of child labour. Education is considered one of the main alternatives to abolish child labour. Practically family income affects children's education and poor parents cannot afford to pay for children however, children are compel to work and are less enrolled. In the following section provides an overview between education and child labour and how education is most important potential substitute for child labour second the reasons why children do not attend school. Third, how children combining work and school. Finally the impacts of child labour on education.

Child labour and schooling Several studies and international organizations such as ILO UNICEF, UNESCO and World Bank have confirmed that education can reduce child labour (Kruger,2007). According to Budhwani et al. (2004) and Bhat et al. (2009) education can be significant for development, for example education can make children develop and learn

resulting in intelligent societies in the future, besides education can provide skilled workers. Also, education can improve children's life both for themselves and their families. Besides, well educated children can learn how to be grateful to society and be likely to be charitable in the future when they grow up. According to Khan (2007) children who lack education or drop out of their school, usually lack knowledge and are more vulnerable to exploitation. As a result they become uneducated or unskilled labour. A number of agencies such as IPEC-ILO, UNICEF, UNESCO and World Bank are fighting against child labour by trying to provide access to education to all children (UNICEF, UNESCO, 2008). They consider that education is a first priority. Thus UNICEF is working with other aid agencies, governments and UN agencies to meet the UN Millennium Development Goals by 2015 to ensure primary education to all children. Today many countries have already achieved the goal of universal primary education. But, the progress is still very slow in low income countries, for example in Sub-Saharan Africa. According to Akarro and Mtweve (2011) the number of primary and secondary school remains low in developing countries because millions of children are being forced to work instead of going to school. Although there could be different reasons other than child labour, which affects primary school enrollment. Parental unemployment, poor quality of teachers and high cost of education, unfortunately have affected enrollment rates in low income countries (Sakurai,2006). The opportunity costs of education The cost of education is another problem amongst poor households. This has contributed to the exploitation of children. Schools need to be affordable and accessible. Kondylis and Marco (2006) assume, that schools available in developing countries may help to increase school enrollment but may not reduce the incidence of child labour. For example it shows in rural Tanzania many children drop out school and contribute to household income. Bhat (2010) argues that the quality education can help to keep children away from work, consequently it is important for a school to have educated teachers in adequate numbers to maintain high students teacher ratio in the classrooms. However for many poor parents it can be costly to send their children to school, as they families live on children's income and cannot afford school fees, uniforms or other additional costs. (Bhat,2010). This is a problem in developing countries to provide quality free primary education because it will cost money for governments (Budhwani et al. 2004). Betcherman et al., (2004) assumed that schools need improving through quality teaching and learning. It is somehow very important that each country provides educational policies to increase education amongst children. Bhat (2011) emphasized

that compulsory education legislation can help children to attend school and tackle child labour, the policy programme regarding child labour must provide free good quality and compulsory education to working 24 children in poor regions. Baht meant that quality education for children up to fifteen years should be provided. This is how the flow of children into the labour market can be reduced by providing working children and former working children with educational opportunities (Baht, 2011). It is both illegal for children to be out of school and for them to work. On the other hand there are many children combining work with school or dropping out of school. There are large drop outs in Bangladesh, India and Pakistan with 13 million children drop out-of-school and rising. Pakistan alone has 7.3 million primary school aged children, not enrolled in school (Brown, 2012). Parents consider sending their children to work instead of school because of the cost of education, poor quality lack of teachers and school supplies or poor teaching. Combining school and work Many children have to work in order to be able to go to school and cover the direct costs of household income. ILO states that if a child combines school with work it might be difficult for him or her to attend school because of long hours work can interfere with class or homework (ILO;2004). However, some studies argue that child labour does not have an impact on children's school attendance. These include ; Omokhodion and Odusote (2006), they argued that child labour and schooling may not be linked because many child labourers who attend school also work, to enhance family income and school fees. For children in Kenya, Moyi (2011) shows 45% of the children in the study combine work and education, only 5% of the children devote their time exclusively to work. Haile and Haile (2011) using survey data from rural Ethiopia show that boys are more prone to attend school and to combine school with family economic activity. However, girls are more apt to combine domestic work with school or involved in domestic work with no school attendance. Khan (2001) claims many child labourers attend school, and work after school. As they need to increase family income and also to pay for their schooling (Khan,2001). Another study by Ravallion and Wodon's (2000) found that child labour in Bangladesh have no impact on school enrollment. However, other empirical studies suggest that the consensus of child labour impact school enrollment and is harmful. Some studies have also found evidence of the adverse consequences of child labour on school grades. According to Psacharopoulos (1997) when a child is working (under certain employment) it can impede their school enrollment. Khanam and Russell (2005) study on Bangladesh provides evidence that child labour affect children education, and many girls do not go to school. The

impact of child labour on educational achievement Both of these organizations, the Convention on the Rights of the Child (CRC) education and two ILO conventions, the Minimum Age Convention (No. 138, 1973) and the Worst Forms of Child Labour Convention (No. 182, 1999) cover child labour and their right to education. ILO stated that education has a large contribution in abolishing child labour and good quality education is an useful tool in prevention of child labour (ILO, 2004). The reasons for dropout amongst children are many, however, poverty being the main factor. Shikdar et al., (2013) found evidence that in Bangladesh more than 30 percent people live in extreme poverty. These families are deprived of their basic needs, and their life conditions are very poor. Many families cannot adequately fulfil their basic needs; meanwhile parents oblige children to engage in risky jobs at an early age. The numbers of child labour is increasing in Bangladesh, due to family condition which can have an adverse influence on children's educational with about 50% of primary school children drops out before they complete their fifth grade. Young Kim, (2009) assumes that in Cambodia most children have access to basic education but still combine school and work, due to poverty.

Chapter -4**CONCLUSION**

The problem of child labour appears in severe form and various factors are involved. The reasons for the incidence of child labour in both countries are complex and deeply rooted into the society. Poverty seems to be the main cause. In general poor children contribute to household income. Child labour can be found in urban and rural areas. However the vast majority of child labour occurs in rural areas since poverty is more rampant. Although, many poor rural families struggle for a better life in urban areas, this pushes families to force their children to work in order to increase the family income and ensure survival. Study found children under the age of fourteen years are still engaged in economic activity in India and Nigeria. These children tend to work more consequently they are not regularly in school. However, besides poverty there are other causes such lack of schools, lack of regulations and enforcement, corruption, lack of awareness and rapid population growth.

Children who work are both boys and girls and the majority of them start working are under the age of fourteen. The most common forms of work performed by children are: agriculture, and domestic service. The incidences of child labour in India are high in rural areas than urban areas. Furthermore female children in India are more invisible than male child labour. Even though, both governments provide education for all children up to fourteen years. Since poverty is key factors that force children out of school into labour and enforcement alone cannot help solve it, government should improving the economic conditions of their families. Both India and Nigeria have weak legal protection of children in labour market. The legislations in both countries have been inadequate due to several causes which impede child labour including poverty, inadequate policing and corruption. As a result, the policy enforcement has failed in India and Nigeria. Not only because the laws themselves have drawbacks, but also because of the human factors, and usually an international organizations and NGOs cannot fix the problem on their own, what they need is to intensify the cooperation with the governments who has the right of making laws. In a word, the key of the reduction of child labour is to emancipate children.