

The status of un-served children in education
Working Children in Bangladesh

A Situation Analysis

Researchers

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Preface

The Status of Un-served Children in Education: Working Children in Bangladesh has tried to analyze the status and situation of girl children in formal education at the primary and secondary levels.

The report focuses on key features on the status of working children of primary and secondary education age group, in terms of policy, practices and challenges along with recommendations and strategies to overcome the constraints at the local, sub-national and national levels. Both quantitative and qualitative methods have been used in preparing this report. Relevant data were gathered from secondary sources (BBS, BANBEIS, ILO, Ministry of Labour and Employment, studies/reports done by experts in the field). The opinions of diverse stakeholders were sought through sharing meetings, focus group discussions and workshops with a view to reflect the stakeholder perception of the factors obstructing equal participation of working children as well as the strategies and actions for addressing the issues. In addition, members of teacher unions, Education Watch Groups women rights activists, education practitioners and researchers were also consulted on various issues.

The study tried to assess the situation in the light of United Nations Convention on the Rights of the Child (CRC), ILO Minimum Age Convention (No.138) as well as ILO Worst Forms of Child Labour Convention (No. 182). The study has tried to identify both demand and supply side constraints to working children's equal access to and participation in education. The demand side constraints covered the socio-cultural constraints and financial constraints while the supply side investigation looked into inadequacies in provision of education and teaching learning process. Educational planning and management was found to be a special concern in terms of equity and accessibility. The study has identified some short term and long-term steps that may be taken at both community level and national level.

Major recommendations of the study include (i) government's action to make education more inclusive, flexible and adaptive for elimination of child labour, (ii) formulation of National Plan of Action (NPA) on the National Child Labour Elimination Policy 2010, (iii) government and nongovernment agencies along with other concern key stakeholders specify their roles and responsibilities and allocate adequate budget and manpower to address the issue.

We would like to express our gratitude to Mr. Tanjel Ahsan for carrying out the study and preparing the report. Dr. Manzoor Ahmed deserves our special thanks for her valuable comments on the draft. Our sincere gratitude to all those who participated in various sharing sessions during the study and on the enriched the draft report with their valuable suggestions. Their contribution to preparing the key messages and policy recommendations of this report is highly appreciated. Our appreciation will remain incomplete if we do not acknowledge the contribution and wholehearted cooperation of the authorities of the sampled educational institutions, their teachers, students, parents and local and national education administration who provided the pertinent information for this study.

The report on the status of un-served children in education has been possible due to the generous support received from the Civil Society Education Fund (CSEF) through the Global Campaign for Education (GCE), Asian South Pacific Association for Basic and Adult Education (ASPBAE) and Education International (EI). We acknowledge their assistance and express our deep appreciation for their continued cooperation. Finally, we would like to request the readers, users and well wishers of CAMPE to send us their comments and suggestions regarding issue selection, improvement of the quality of research, presentation style and any other issue related to this. Our efforts will be worthwhile if this report could serve as a useful input into the key decision making process for improving quality of primary education in Bangladesh. Let us all work for building a better future, a Beautiful Bangladesh.

Dhaka
November 2011

Rasheda K. Choudhury
Executive Director, CAMPE

Acronyms

| | | |
|-----------|---|---|
| ASPBAE | : | Asian South Pacific Association for Basic and Adult Education |
| BBS | : | Bangladesh Bureau of Statistics |
| BANBEIS | : | Bangladesh Bureau of Educational Information and Statistics |
| CBO | : | Community Based Organization |
| CLU | : | Child Labour Unit |
| CAMPE | : | Campaign for Popular Education – the National Education Coalition in Bangladesh |
| CLMIS | : | Child Labour Monitoring and Information System |
| CSEF | : | Civil Society Education Fund |
| DPE | : | Directorate of Primary Education |
| EI | : | Education International |
| FSP | : | Female Stipend Program |
| GCE | : | Global Campaign for Education |
| GER | : | Gross Enrolment Rate |
| IPEC | : | International Programme on the Elimination of Child Labour |
| ILO | : | International Labour Organisation |
| MDG | : | Millennium Development Goals |
| MICS | : | Multiple Indicator Cluster Survey |
| MoLE | : | Ministry of Labour and Employment |
| MoPME | : | Ministry of Primary and Mass Education |
| NCLS | : | National Child Labour Survey |
| NER | : | Net Enrolment Rate |
| NFE | : | Non-formal Education |
| NGO | : | Non Government Organization |
| NPA | : | National Plan of Action on the National Child Labour Elimination Policy |
| NPA II | : | Second National Plan of Action on Education for All |
| PEDP - II | : | Second Primary Education Development Program |
| PESP | : | Primary Education Stipend Program |
| PRSP | : | Poverty Reduction Strategy Paper |
| PWD | : | Public Works Department |
| SESDP | : | Secondary Education Sector Development Program |
| TVET | : | Technical and Vocational Education and Training |
| UNCRC | : | United Nations Convention on the Rights of the Child |
| UNESCO | : | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | : | United Nations Children's Fund |
| WFCL | : | Worst Forms of Child Labour |

Executive Summary

The study aims at preparing a brief document highlighting the key features on the status of working children of primary and secondary education age group, in terms of policy, practices and challenges. This study has consulted various studies and researches of child labour and education related issues. It gathers views of diverse stakeholders to get better understandings about the roots causes of exclusion. It also attempts to furnish recommendations targeting stakeholders at grassroots, national and regional level.

Prevalence of Child Labour is a common phenomenon in most of the least developed and developing countries, and Bangladesh is no exception. Instead of going to schools and passing the childhood days with joy, many children are compelled to work for their family and livelihood. In Bangladesh, huge numbers of children are engaged as child labourers mostly in hazardous and exploitative conditions in the informal economy. This situation is in violation of the national convention, 1989 United Nations Convention on the Rights of the Child (CRC), ILO Minimum Age Convention (No.138) as well as ILO Worst Forms of Child Labour Convention (No. 182).

According to the Bangladesh Labour Act 2006, “a person not attaining the age of 14 is defined as a child” and “the labour provided by a child would be known as child labour”. The concept of child labour is based on the ILO Minimum Age Convention (No. 138), 1973 that states that child labour consists of all children under 15 years including all children under 15 of age who are economically active except (i) those who are under 5 years of age and (ii) those between 12-14 years who spend less than 14 hours a week on their jobs, unless their occupations are hazardous by nature or circumstances. The term Child Labour is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development, (ILO-IPEC).

According to the National Child Labour Survey (NCLS) carried out by the Bangladesh Bureau of Statistics (BBS) in 2003, among 42.39 million children aged 5-17 years, 7.42 million are economically active. The majority of them are boys (74%), 3.18 million or 43 percent are considered child labourers, comprising of 77% boys and 23 % girls. About 1.3 million children are involved in hazardous work (90.7% are boys).

Agriculture sector engages 4.5 million children (56.4%), following by services sector engages 2 million (25.9%) and industry engages 1.4 million (17.7%). Almost 93.3% of working children are engaged in the informal sector. Child domestic workers are reported as being vulnerable to exploitation, abuse and having very little recourse to help, as they are isolated from their families. About 421426 children are involved as domestic worker (ILO 2006). Children in prostitution are reported as being most vulnerable to exploitation. There are 18,902 child sex workers and among them 83% are girls, 9% eunuchs, and 8% boys. About 69% of child sex workers are from rural areas and rest 31% from urban areas (BBS 2008).

The economic vulnerability, inadequate legislative framework, lack of implementation of existing labour laws, institutional barriers, cultural and social inequities and an inaccessible, low-quality educational system, including inadequate provision of technical and vocational education (TVE) and lack of inter-agency coordination make the situation worst. Due to natural disaster or other crisis and during harvesting season high rate and shortage of labour compel poor parents to employ children to work. Employers appoint children due to cheap labour and exploit them due to their being unskilled. "By employing children on very low wages, employers are able to maximize on their profits (Majumdar, 2001). In many cases, parents request employers to employ their children.

The constitution of the People's Republic of Bangladesh has laid emphasis on ensuring the compulsory primary education as well as rights of children. The Government has enacted different acts, law and ratified 33 Conventions related to labour issues including the United Nations Convention on the Rights of the Child (UNCRC) and ILO Convention No. 182 (Worst forms of Child Labour). Recently the government has adopted the national child labour elimination policy 2010 which will be considered as the determinate and standard instrument to combat against child labour. Child labour related laws and regulations will be gradually integrated into this policy.

Education is the most compelling potential alternative to combat against child labour. Lack of the viable alternative i.e. education opportunity many children are turned to child labourers instead of going to schools. About 4.9 million economically active children are still out of school, Attendance rates at primary and secondary levels in Bangladesh are low, averaging 60-62% at the primary level (Ahmed et al, 2005). Almost 50% of the students starting Grade 1 drop The status of un-

Served Children in Education: Working Children in Bangladesh iv out of primary education and become potential candidates for the labour market. Overall survival rate to grade 5 is 52.9% (boys 49.0% and girls 56.9%). Direct and indirect costs for primary education, distance of school, joyful learning environment, traditional curriculum and methods of teaching, inadequate educational facilities, teachers' involvement to non academic activities, lack of capacity of SMC etc are the reality of primary education sector. Poor performance and low rate of completion of primary education is also responsible for the phenomenon of child labour. Family with poverty suffers double disadvantage when they send children to school. Family crisis may discourage a child for education leading to even drop out. Big family size with low income creates a barrier for continuing education. These are the challenges for the implementation of inclusive education. Perception related to child labour and education varies from one society to another. Various myths like earning by learning, better to work than little education, work is a part of socialization process, poor child should prepare for adult role etc. lead to exploitation. Gender disparity is also the case of exclusion of education.

The government has undertaken various Policy initiatives with an impact on child labour and education. Different acts, laws, policies, NPA on EFA, strategy and programs have been enacted and implementing. The government also ratifies and supports child labour and education related several international conventions, goals and declaration that aim to protect and promote the rights of children. A Child Labour Unit (CLU) has been established under the leadership of labour wing of the ministry of labour and employment to play catalytic role for ensuring that all child labour policies and interventions are planned and executed in an integrated and coordinated manner. To oversee and supervise the child labour situation in Bangladesh, a National Child Labour Welfare Council is going to establish comprising representatives from government and non-government organizations, employers' and worker's association and experts on child labour issues.

The government should take action to make education more inclusive, flexible and adaptive so that it can be the viable alternative for the elimination of child labour. The government should formulate National Plan of Action (NPA) on the National Child Labour Elimination Policy 2010. The NPA should identify programmatic strategic area of intervention for various government agencies along with other concern key stakeholders and specific their roles and responsibilities and allocate adequate budget and manpower. Strengthen and The status of un-Served Children in Education: Working Children in Bangladesh v activate the Child

Labour Unit (CLU) to coordinate interventions at national level. Local government should play a vital role to promote, involve NGOs, effective implementation of interventions and monitoring at local level. There should be coordination and networking mechanism among the key stakeholders for feedback and update various interventions. Initiatives should be taken from the primary education administration to reduce dropout rate, retain learners at schools by ensuring interesting and joyful learning and develop capacity of teachers for addressing disadvantaged children. Non Government Organizations (NGOs) have role to provide non-formal education for out-of-school children. NGOs should extend their services – raising awareness among parents or guardians regarding not to send children to work, encouraging employers to replace child labour with adults, mobilizing civil society, corporate entities and CBOs about the consequences and long term impact of child labour. NGO should involve local representatives, CBOs and community members to combat against child labour. The role of media to increase awareness and mobilize all stakeholders to combat against child labour is essential. Development partners should continue their cooperation to provide resources and technical support for the elimination of child labour and achieve EFA goal.

Chapter 1

Introduction

Education is a key to enhancing human capability and socioeconomic development. Bangladesh faces constraint to socio-economic development with high rate of poverty along with income and wealth inequity. The inequities in education include school type, streams of education, geographical locations and socioeconomic status (Ahmed et al. 2006, Nath et al. 2008, Nath and Chowdhury 2009). About 35% of 6 year old children are still out of school (Education Watch 2008). Quality in education is a serious issue across South Asia. Special program needs to be designed for identifying the excluded zones and bringing the children back to school.

Bangladesh has made successful advances in meeting the goal of universal primary education, particularly in improving and expanding access of school. The 2007 School Survey Report (DPE and MOPME, 2007) places the Gross Enrolment Rate (GER) at 98.8% and the Net Enrolment Rate (NER) at 91.1%. According to Ahmed et al (2007), in 2004, the Net Enrolment Rate (NER) at primary education level was approximately 89% and the Gross Enrolment Rate (GER) was 101.7%. Drop out at both primary and secondary education levels continues to be high and transition to, and retention at, secondary education remains very low. This is due to the poor quality of education as well as the economic circumstances of poor parents who are unable to afford the direct and indirect costs of education. In poor urban areas, the attendance is 20% lower than in rural areas. The drop-out children are mostly working as child labour. In this backdrop education and child labour situation is closely linked. Child labour is a multi-disciplinary complex issue. The economic vulnerability, inadequate legislative framework, lack of implication of existing labour laws, institutional barriers, cultural and social inequities and an inaccessible, lowquality educational system, including inadequate provision of technical and vocational education (TVE) and lack of inter-agency coordination make the situation worst.

The incidence of child labour in Bangladesh is high. Research has shown that in countries with a per capita income of \$500 USD or less, the child labour force participation is extremely high at 30-60% (ILO, 2006). Children either drop out or become irregular attendees at school, to work to augment the family income.

ILO (2006) states that if child labour was eliminated and replaced by universal education, by 2026 the economic and social benefits would exceed costs by 6.7:1, and 7:2:1 in Asia. However, child labour can only be eliminated when parents are able to perceive that the rate of return of education is higher than that of child labour. This can only happen when the quality of education is assured and costs to parents are eliminated or significantly reduced. Eliminate child labour and promote the rights of children is the recognized obligation of states and societies.

In Bangladesh, huge numbers of children are engaged as child labourers mostly in hazardous and exploitative conditions in the informal sector. This situation is in violation of the national convention, United Nations Convention on the Rights of the Child (CRC) 1989, ILO Minimum Age Convention (No.138) as well as ILO Worst Forms of Child Labour Convention (No. 182). The decision to become a child labourer does not rest with the child but with the parents who may not at times act in the best interest of child or with appropriate or full information, especially when it comes to females or children with special needs.

The Objective of the study is to:

- Develop a hands-on brief highlighting the key features of child labour in Bangladesh;
- Mention the status of working children/child labour of primary and secondary education age group;
- Mention the existing policies, practices and challenges that are existent for the above group;
- Compile views of diverse stakeholders to get a better understandings about the roots causes of exclusion;
- Furnish recommendations targeting stakeholders at grassroots, national and regional level.

Methodology

A qualitative method was followed for the study which included desktop review, stakeholders consultation, key informant interview and validation of findings as follows:

Step 1: Literature review

Policy review

- National Child Labour elimination policy 2010
- National Labour Policy 2010
- National Education policy 2010
- National Plan of Action on Education for All (2003-2015)
- National Non-Formal Education Policy Framework (2006)

Status and root cause review

- National Child Labour Survey 2002-03
- Determining Hazardous Child Labour Survey 2006
- Multiple Indicator Cluster Survey 2009
- ILO/UNICEF child labour related documents and reports
- Internet research

Step 2: Understanding views of diverse stakeholders and key informants

- Working children/child labour
- Guardians of working children/child labour
- Employers of working children/child labour
- Civil society actors
- Views of concerned government officials
- Views of Teacher Union Representatives

Step 3: Drafting reports

Step 4: Workshop/ Consultation/ Validation

- Divisional workshops with key stakeholders

Step 5: Report editing and finalisation

Chapter 2

Definition

Definition and Age of Working Children

Child labour is such a multi-disciplinary complex issue that a single definition cannot capture all its facets. Children carry out various types of tasks and activities when they are involved in work.¹ The terms ‘child’ and ‘adolescent’ have been defined differently, in different national and international documents, even in the legal instruments of Bangladesh. Age plays the vital factor in determining child labour. The variations also exist due to ensuring of the multidimensional rights of a child or an adolescent.

The Government of Bangladesh has enacted a unified and simplified labour legislation repealing different relevant laws titled The Bangladesh Labour Act 2006 (Act XLII of 2006) which defines the “child” and the “adolescent” on the basis of age. As per section 2(8) of the Act, a person who has attained the age of 14 but below the age of 18 is considered to be an ‘adolescent’ and as per section 2(63), a person not attaining the age of 14 is defined as a ‘child’. Except that the definition of ‘child labour’ or ‘child labourer’ cannot be traced from any public or private document. Therefore the term ‘child’ and ‘adolescent’ as defined by the Labour Act 2006 (Act XLII of 2006) shall be referred to in all discussion of child labour. Child Labour exists in different forms and different ways. To define the issue more clearly it is required to comprehend relevant definitions;

A. Child

A child is an individual who is under the age of 18 years based on the United Nations Convention on the Rights of the Child, 1989 and the ILO Convention on the Worst Forms of Child Labour (No. 182), 1999. Bangladesh Labour Act 2006 defines “a person not attaining the age of 14 is defined as a child”.

B. Economically Active Children/Working Children

Working children are those who work one or more hours for pay or profit or working without pay in a family farm or enterprise. Whether paid or unpaid,

¹Source: *Child Labour Elimination Policy 2010*, Ministry of Labour and Employment Government of the People's Republic of Bangladesh

the activity or occupation could be in the formal or informal sector and in the urban or rural areas.

Children engaged in unpaid activities in a market-oriented establishment operated by a relative living in the same household and children working as domestic workers in someone's household are considered as economically active. However, children engaged in domestic chores within their own households are not considered as economically active.²

C. Child Labour

The term Child Labour is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. (ILO-IPEC) The concept of child labour is based on the ILO Minimum Age Convention (No. 138), 1973, Child labour consists of all children under 15 years including all children under 15 of age who are economically active except (i) those who are under 5 years of age and (ii) those between 12-14 years who spend less than 14 hours a week on their jobs, unless their activities/ occupations are hazardous by nature or circumstances. Added to this are 15- 17 years old children in the worst forms of child labour.

D. Hazardous child labour

Any activity or occupation by children which, by its nature or type, has, or leads to, adverse effects on the child's safety, health (physical or mental) and moral development will be considered as hazardous child labour. Excessive workload, physical conditions of work and /or work intensity in terms of the duration of hours of work even the activity is known to be nonhazardous or safe will also consider as hazardous child labour.

E. The Worst Forms of Child Labour (WFCL)

The ILO Convention No. 182 identifies two categories of WFCL:

- **Conditional** WFCL is where children aged between 5-17 years are working for more than 43 hours per week or in specified hazardous conditions (determined by the state).
- **Unconditional** WFCL is where children aged between 5-17 years are forced to work in the following activities;

²Source: *Every Child Counts: New Global Estimates of Child Labour* (Geneva, ILO 2002)

- **All forms of slavery** or practices similar to slavery such as sale and trafficking of children, debt bondage or serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict.
- **Child prostitution**, for the production of pornography or offering a child for pornographic performance.
- **Illicit activities**, particularly for the production and trafficking of drugs as defined in the relevant international treaties.

Child Labour in Bangladesh

Bangladesh is facing the challenge to accomplish targets set by several national and international commitments because of huge prevalence of child labour. It is one of the major obstacles for Bangladesh in achieving MDG goal, reducing poverty, achieving universal primary education, and realizing its prospective plan for 2010-2021. According to the latest National Child Labour Survey (NCLS) carried out by the Bangladesh Bureau of Statistics (BBS) in 2003, among 42.39 million children aged 5-17 years 7.42 million are economically active, of which 3.18 million or 43 percent are considered child labourers. The highest number of economically active children is 4.41 million at the age group of 10-14 years.

According to the survey, about 1.3 million children work 43 or more hours per week, which is considered to be in hazardous conditions. The incidence of hazardous child labour increases with the age, highest (57%) in 15-17 age group followed by 10-14 age group (40%). More than 90 percent of children who work long hours are boys. More children work long hours in rural areas (70%) compared to those in urban area (30%). The survey also revealed that the worst forms of child labour were present largely in manufacturing (27.65%), followed by agriculture (20.91%) and trading (19.36%) sector.

The Situation of Child Labour in Bangladesh

Prevalence of Child Labour is a common scenario in most of the least developed and developing countries, and Bangladesh is no exception. At the age of schooling and joyful childhood days, many children are compelled to work for their family and livelihood.³ When a poor family becomes victim to the scourge of persistent poverty, it is impossible for the head of the household to keep his/her

³Source: National Child Labour Elimination Policy 2010,Ministry of Labour and Employment Government of the People's Republic of Bangladesh

children safe, cuddled and bonded with family by optimum care. In this situation once displaced from the family, children face the reality of the society. Some of them start selling their labour as workers, some turn into street children because of the fact of not being able to manage a job. Despite possessing all the innocent attributes, a significant number of them become rootless and ruthless because they have been disintegrated from their families and become a social outcast to many people.

Another form of child labour in Bangladesh is the victims of child trafficking, where especially girls are compelled to engage in prostitution and pornography while boys get involved in many illegal and illicit activities.

Economically Active Children - 7.5% of the total child population aged 5-17 years (7.4 million children) are engaged in economic activities. Out of the 7.4 million children, approximately 3.3 million children are aged between 5-14 years

| Child Labour in Bangladesh: Key Statistics | | | |
|--|----------|-------------|--------|
| Working Children, aged 5-17 | | 7.4 million | |
| Working Children, aged 5-14 | | 4.7 million | |
| Child Labourers (aged 5-17) | | 3.2 million | |
| Children Engaged in Hazardous Labour, aged 5-17 | | 1.3 million | |
| Child Domestic Workers (a) | | 421,000 | |
| Percentage of children (aged 5-14) engaged in child labour (2006) (b) | National | Slum | Tribal |
| | 12.8 | 19.1 | 17.6 |
| (a) International Labour Organisation (ILO), Baseline Survey on Child Domestic Labour in Bangladesh, 2006 | | | |
| (b) BBS/ UNICEF, Multiple Indicator Cluster Survey 2006, October 2007 All other statistics from Bangladesh Bureau of Statistics, Report on National Child Labour Survey, 2002-2003 | | | |

Source: Ministry of Labour and Employment⁴

⁴Source: The Ministry of Labour and Employment (MoLE), Child Labour Unit (CLU) <http://clu-mole.gov.bd/>, National Child Labour Survey (NCLS), 2002-03

old. Over 81% of the economically active children are from the rural areas. Approximately 73% of the children aged 5-17 years engaged in economic activities are male (BBS, 2003).

Child Labour - 7.5% (or 3.2 million) of the total child population aged 5-17 years are engaged in child labour. Approximately 58% of child labourers are aged 5-14. It is also estimated that 2.4 million or approximately 77% of child labourers are from rural areas. The proportion of male to female child labourer is 3:1 (BBS, 2003)

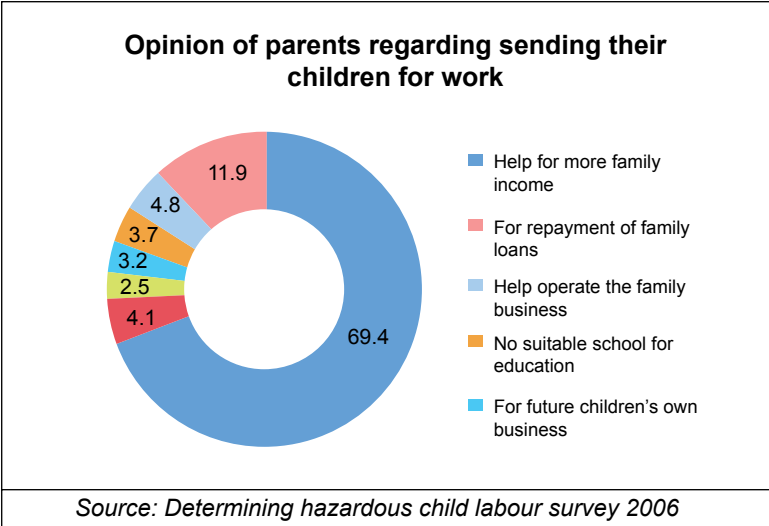
Hazardous Child Labour - 1.29 million children (or 3%) of the total child population are involved in hazardous child labour. Approximately 42.9% of those involved in hazardous child labour are 5-14 year olds. Over 90.7% of the children involved in hazardous work are male (BBS, 2003).

Child population by age group (000)

The Causes of Child Labour

Causes of child labour can be observed through different lens. Such as optional

| Characteristics | Boys | Girls | Total |
|-----------------|-------|-------|-------|
| 5-14 | 18263 | 16800 | 35063 |
| 15-17 | 4426 | 2899 | 7324 |
| 5-17, total | 22689 | 19698 | 42387 |



or opportunity aspect where children work as supporting hand in the family based activities and another is the cases where many families compel to rely on the income generated by their children for survival. Different studies and researches show that the major and leading cause of child labour in Bangladesh is the economic hardship of the family. Poor parents cannot afford to bear the educational expenses. Therefore, parents or guardians feel reluctant to send their children to school. Under such a situation, parent consider their children better to assist their profession or engage in any other job to supplement the family income.

In case of death of household head, the family finds it very difficult to meet the basic needs, let alone children's education. Again in case parents get separated, their children face extreme hardships in managing foods. Poverty stricken families with large in size with lot of sufferings sends their children to work in maintaining the family necessities.

High rate unemployment, social insecurity, resource scarcity are the underlying factors of migration from rural to urban areas. Natural calamities like riverbankerosion, floods, droughts, storms and tidal-surges, earthquakes, etc. drive children towards greater risks of being engaged in physical labour.

Study shows that for the case of first generation learner, poverty and lack of awareness, many parents fail to estimate the opportunity cost of education. In such a situation they cannot keep the patience to continue their children's education for a continuous period of 10 or 15 years.

From the demand side, the employers and concerned authorities prefer to engage children at work as they can easily be exploited to work longer hours

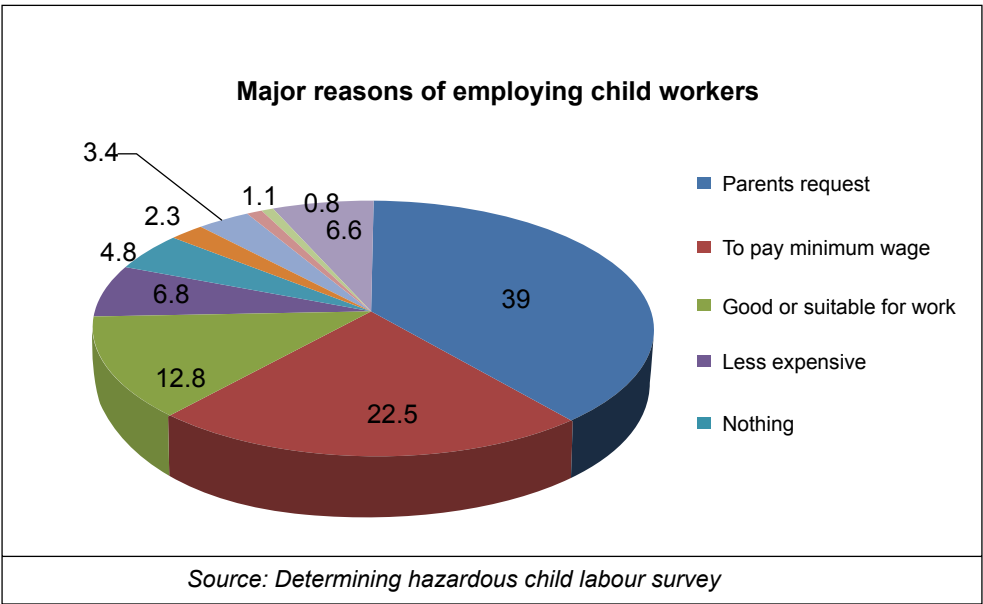
MAJOR REASON FOR CHILD LABOUR

Views of Local NGOs

- Broken family; divorce, death of parents
- High incidence of population
- Cheap labour
- Poor but big family size
- Support parents during
- cultivation/harvest/process agro sector
- Discrimination in the classroom (Horizon/Shaatol/other lower cast)
- Lack of awareness on the consequences of
- child labour among parents/employer
- Lack of sufficient educational infrastructure and services
- Lack of special care of disadvantage group
- Lack of support and services of school
- Parents do not estimate opportunity cost of education

with minimum wages. Employers often prefer to employ children because they are cheaper and considered to be more compliant and obedient than adults.

Child labour is also increasing due to non-availability of education materials,



lack of opportunity for education and indifferent attitude of parents regarding the negative impact of child labour.

Due to the culture of excessive dependence on the domestic help and usual way of living in urban life, young people preferably girl child of rural areas are picked up and brought to the town for domestic work.

Main incentives (pull factors) and constraints (push factors) in Bangladesh regarding elimination of child labour and their interaction are mentioned below⁵:

| | |
|---------------------|--|
| Incentives | <ul style="list-style-type: none">• Work opportunities for cheap and unskilled labour relative to the inaccessibility of school• Economic benefits of sending child to work is greater than that of going to school |
| Constraints | <ul style="list-style-type: none">• Extreme poverty• Death of earning member in family• Parental divorce• Abandonment of children• Economic shocks• Catastrophic health problems in family• Natural calamities |
| Interactive factors | <ul style="list-style-type: none">• Inaccessible and low quality education, including inadequate provision of technical and vocational education• Opportunity and direct cost of schooling are too high• Parental disinterest• Value and attitudes regarding education, especially of girls and children with disabilities• Inadequate legal enforcement of provisions regarding education and child labour• Ethnic and gender discrimination |

Source: ILO, UNICEF, UNESCO⁵

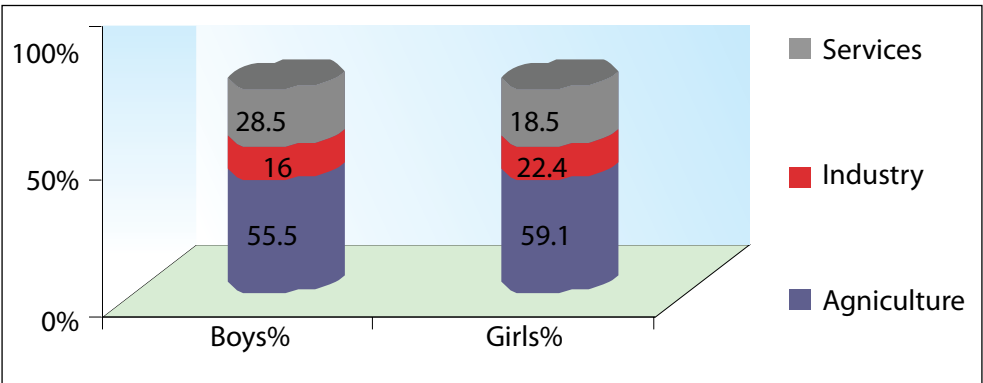
⁵ Source: Child Labour and Education in Bangladesh: Evidence and Policy Recommendations, Jointly sponsored by ILO, UNICEF, UNESCO, Dhaka, 2010

Sector-wise Working Children and Child Labour

Child labour is commonly found in two sectors in Bangladesh:

- 1. Formal Sector: namely factories and industries, commercial organizations, communication and transportation, ship breaking, etc.
- 2. Informal Sector: namely agriculture, livestock, fishery, household work, construction work, brick breaking, pulling of rickshaw/van, day labouring, street child etc.

Working children aged 5-17 by broad industry (%)



Working children by broad sector of employment (%)

| Total | Total | Male | Female |
|----------|-------|------|--------|
| Formal | 6.7 | 6.7 | 6.6 |
| Informal | 93.3 | 93.3 | 93.4 |

Agriculture sector engages 4.5 million children (56.4%), following by services sector engages 2 million (25.9%) and industry engages 1.4 million (17.7%).⁶ Almost 93.3% of working children are engaged in the informal sector. Unregulated and heterogeneous informal sector is outside the legal framework and children are found to be working in marginal activities, for long hours and in hazardous conditions. The survey which identifies 45 types of hazardous child labour sectors, shows that 521,641 children are engaged in hazardous activities,

⁶Source: National Child Labour Elimination Policy 2010, Ministry of Labour and Employment Government of the People's Republic of Bangladesh

over 100,000 children work for 43 hours or more consecutively; and they all are abused by their employer; work under extreme temperature; work with risk of hurt, cut or burn; and work under direct sunlight for long hours (BBS, 2005).

One of the major informal sectors, child domestic workers are reported as being vulnerable to exploitation, abuse and having very little recourse to help, as they were isolated from their families. A “Baseline Survey on Child Domestic Labour in Bangladesh’ (ILO, 2006b) shows the estimated total number of child domestic workers in 2006 was 421,426. Approximately 78% of these children were female; the minimum age was six years and over 21% were found to be below 11 years of age. On average, they work nine hours a day and 99% work for seven days a week.

Children in prostitution are reported as being most vulnerable to exploitation. As per the pilot survey by the Bangladesh Bureau of Statistics (BBS) in 2008, there were 18,902 children sex workers among them 83% were girls, 9% eunuchs, 8% boys. About 69% are from rural areas and rest 31% from urban areas.

Child labour is not visible in the formal sector as it appears in the informal sector. This is subject to national laws and regulations and thereby can be penalized if they are found to be in violation of these laws. However, there are problems enforcing these laws, especially in respect of children working in smaller cottage industry type factories, such as those producing bidi, matches, cigarettes, candles, glassware, etc.

Major Sectors

Agricultural and non-agricultural sector/economy

Agricultural work, Handicrafts, Bidi factory, Domestic Work, Match Factories, Shrimp processing factory, Oil mill, Rice mill, Jute mill, Fishing net knitting, Fishing, Boatman, Fire wood collector, Porter in village market, Weaving, Shop/ sales assistant/vendor, Poultry/farm, Smuggling

Urban Economy

Aluminium Factories, Automobile Engineering, Bangles production, Blacksmith, Battery Breaking, Bedding Stores, Biscuit & Bread Factories, Book Binding, Car Painting/metal painting, Carpenter/Wooden Furniture, Carpet factory, Ceramic factory, Chemical /dyeing, Construction Work, Electric Mechanics, Embroidery & Dyeing, Engineering/Lathe Machine Workshop, Ferry boat Helpers, Flour Mill/

spice mill, Foam factory, Garment by product processing, Gas Burner Repairing/ Mechanic, Glass production, Goldsmith, Grocery shop assistant, Hair Dressing, Iron/Net/Screw/Volt Factory, Karchupi,

Kitchen works in restaurants, Lamp/Hurricane Factory, Leather by products , Leather Tailoring, Metal Casting, Metal Painting, Plastic Recycling, Plasto-Metal, Plasto-rubber Factories , Plumber, Porter, Poultry, Printing, Refrigeration/ AC Repairing & Recharging, Rickshaw repairing/ garage, Salt Factories, Scavenging, Shoe Factories, Sign Board Writing, Soap Factory, Spice Mill, Steel Furniture, Sweeper/cleaner, Tailoring, Tannery, Tins Factories, Transport work, Vulcanizing, Welding, Zamdani/weaving,

Child Labour: Constitutional and Legal Position

- (a) The Constitution of the People's Republic of Bangladesh. Articles 11, 14, 15, 16, 17, 18, 19 and 20, constituting the fundamental principles of state policy of the Constitution have laid emphasis on ensuring compulsory primary education for the children as well as adopting special measures for the children who are physically and mentally challenged. The Constitution has guaranteed the fundamental rights of citizens in Articles 27, 28, 29, 31, 34, 37, 38, 39, 40 and 41. Particularly, forced labour is completely prohibited and access to legal remedy is assured in case of violation of fundamental rights.
- (b) The Children Act 1974 (Act XXXIX of 1974) for the protection of the children and their rights. The Act clearly delineates the definition of a child, his or her age, scope of the child's rights, childhood, guardianship, protection of child's property, provision of protection for children in civil and criminal proceedings and legal custody. This act is a remarkable milestone to establish the rights of children.
- (c) The definition of child and the adolescent is further elaborated in the Labour Act 2006 (Act XLII of 2006). Sections 34-44 in Chapter 3 of the Act have dealt with employment of children and adolescents as worker. The Act prohibits appointment of any children in formal sector. The Act also envisages that government from time to time through gazette notification would publish the list of hazardous occupations and the list would come within the ambit of the prohibitory clause. However, it provides provision for engaging a child or an adolescent in light work under special circumstances for specific working hours subject to the certification by a physician.

(d) Birth and Death Registration Act 2004 (Act XXIX of 2004) is a major safeguard for the protection of rights of children. This Act has made it compulsory to register the birth of a child which would resolve the future complexity relating to the determination of the age of a child.

(e) The National Children Policy 1994 focuses on the attainment and protection of rights of children, definition of child, age of the child, the extent of his or her rights, childhood, guardianship, protection of the child's property, provision of protection for children in civil and criminal proceedings and in legal custody.

The initiatives and efforts towards the elimination of child labour of Bangladesh have also been acknowledged and appreciated by the international communities. The Government of Bangladesh has ratified 33 Conventions related to labour issues including the United Nations Convention on the Rights of the Child (UNCRC) and ILO Convention No. 182 (Worst forms of Child Labour). Along with the mentioned legal provisions it is important that these Acts be appropriately and systematically enforced.

National Child Labour Elimination Policy 2010

The Government has adopted the National Child Labour Elimination Policy in March 2010 with an aim to make a meaningful change in the lives of the children by withdrawing them from all forms of child labour including the hazardous work and worst forms of child labour by 2015. The policy will be considered as the determinate and standard instrument to combat against child labour. Child labour related laws and regulations will be gradually integrated into this policy.

Objectives of the policy are withdrawal of working children from hazardous conditions, incentives to their parents, special attention to disaster affected children, PWD, involving concerned stakeholders, enacting relevant laws, raising mass awareness and designing the action plan within the timeframe. The policy has explained the overall situation of child labour in Bangladesh, determined the definition, classification, explained the causes of child labour, and defined the constitutional and legal position related to the issue. The policy explains the working conditions i.e. wages and working hour, working environment and special action plan for physically challenged, street children, backward and ethnic children.

The policy has suggested to adopt six working strategies of action; a. determining the goals and objectives, b. identifying the scope of strategic action, c. setting

up programs, d. determining the time frame, e. selection of key implementation agencies for policy implementation and f. selecting the associate and collaborative organizations.

The NCEP 2010 has also suggested ten programmatic strategies for intervention. These are policy implementation and institutional development, education, health and nutrition, social awareness raising and motivation, legislation and enforcement, employment and labour market, prevention of child labour and safety of children engaged in labour, social and family integration, research and training, and monitoring and evaluation.

The policy has suggested establishing a Child Labour Unit under Ministry of labour and employment to coordinate various activities under taken by different actors. Establish a National Child Labour Welfare Council, participation of non-government organizations and collaboration with different international and national organizations will ensure to declare Bangladesh a hazardous child labour free country.

Chapter 3

Child Labour and Education: The Policy Landscape

Child Labour and Education: A Global Perspective

Education is the most compelling potential alternative to combat against child labour. There are several international conventions, laws and goals and declaration that aim to protect and promote the rights of children under 18 years of age, namely the right to education and the right to be free from any form of exploitation and degrading activity or work that will harm the child's physical, cognitive and social development. Some major international conventions and measures related to education are;

| INTERNATIONAL CONVENTIONS AND MEASURES |
|---|
| Universal Declaration on Human Rights (1948) recognizes the Right to Education (26) for all human being. |
| International Covenant on Economic, Social and Cultural Rights (CESCR) 1966 declared Compulsory and free primary education (13) |
| UN Convention on the Right of the Child (1989) – One of the most significant articles in relation to child labour is those about the right to education. The CRC requires signatories to make primary education compulsory and free to all. Furthermore, it stipulates the right of the child to be protected from exploitative work or performing any work that may be considered hazardous, interferes with the child's education or is harmful to the child's development. |
| ILO Minimum Age Convention No. 138 (1973) - Minimum age of employment is no less than the age at completion of compulsory schooling, which should not be less than 15 years. A country with insufficient economic and educational facilities may stipulate an initial age of 14 years. National laws may permit the employment of children who are aged 13-15 (or 12-14 where the minimum age is 14) in limited light work, which does not interfere with their development or affect their attendance at school. |
| ILO Worst Form of Child Labour Convention No.182 (1999) – Requires countries to implement time-bound measures to eliminate the WFCL. |
| Millennium Development Goals (2000) - Overarching development agenda for developing countries, with targets set for 2015. Most relevant goals are that of universal primary education and eliminating gender disparity in terms of access to primary and secondary education. |

INTERNATIONAL CONVENTIONS AND MEASURES

Education for All Goals (2000) – Global education agenda outlining six goals to meet the basic learning needs of every child, youth and adult. Most important goals are: ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic communities have access to free and compulsory primary education; equitable access to appropriate life skills and lifelong learning programs; and ensuring quality of education in all aspects so that measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Global Taskforce on Child Labour and Education For All – A collaborative partnership of key stakeholders (ILO, UNESCO, UNICEF, the World Bank and the Global March Against Child Labour) in the area of education and child labour. The main objective is to assist developing countries in eliminating child labour and achieving education for all by 2015. The Global Taskforce will work on strengthening knowledge on the link between child labour and education; advocacy and social mobilization; and policy coherence, program support and developing partnerships.

Global Campaign for Education - A civil society movement that aims to hold governments to account for their promises made to provide education for all (ensuring every girl, boy, woman and man has the right to free, quality public education). The campaign was formed in 1999, is active in over 100 countries across the world, and brings together civil society organizations, trade unions, child rights campaigners, teachers, parents and students. The international secretariat headquarters is based in Johannesburg (South Africa) with two smaller offices in London (UK) and Washington (USA). The Campaign for Popular Education (CAMPE) is the chapter office of Bangladesh.

Understanding Children's Work - As part of broader efforts towards eliminating child labour, the ILO, UNICEF and the World Bank initiated the inter-agency research project, Understanding Children's Work, in December 2000. The project is guided by the Oslo Agenda for Action, unanimously adopted at the 1997 International Conference on Child Labour, which laid out the priorities for the international community to address child labour. The Agenda specifically identified the crucial need for better information on the child labour phenomenon. The project also responds to the need articulated at the Oslo Conference to strengthen cooperation and co-ordination among the three partner agencies in the child labour field.

INTERNATIONAL CONVENTIONS AND MEASURES

ILO Decent Work Country Programme 2006-2009 – ILO through a consultative process including industry based and sectoral dialogue approaches assisted in the development of the country programme. The programme has three priorities with corresponding outcomes. Outcomes include "fundamental principles and rights at work are promoted, including the elimination of the WFCL", "implement a national plan of action on WFCL", "a TBP for WFCL adopted and implemented", "capacity developed of national and local institutions", "a child labour unit established", and "study conducted to identify areas of interventions".

Source: Ministry of Labour and Employment⁷

Coherence between Policy and instruments addressing Child Labour and Education in Bangladesh

The government of Bangladesh is very much aware and concerned about the rights of children especially in education. Bangladesh has undertaken various Policy initiatives with an impact on child labour and education. Different acts, laws, policies, national plan of actions and programs have been enacted and implemented in due courses.

Primary Education (Compulsory) Act 1990

Primary education was made free and compulsory to all children. Six-member „compulsory primary education committees' were set up at the local level. The committee was discharged with the responsibility of ensuring the enrolment and attendance of all primary aged school children in their locality. The local committees, however, have become inactive in recent years and do not appear to be an instrument anymore for implementing compulsory primary education.

National Child Policy 1994

National Council for Children was formed to protect the rights and interests of children, to ensure effective implementation of existing laws relating to children and initiate necessary legal reforms in the field. The main areas of intervention included education and psychological development, assistance to children in difficult circumstances as well as protecting the best interests of the child (Khair, 2005). There is little evidence to indicate how active the Council is.

⁷ Source: *Child Labour and Education in Bangladesh: Evidence and Policy Recommendations*, Jointly sponsored by ILO, UNICEF, UNESCO, Dhaka, 2010

Poverty Reduction Strategy II

The second phase of the strategy (following PRS I: “Unlocking the potential”, 2005). “Quickening elimination of child labour and WFCL” is one of the strategic goals of PRS II, along with the reduction of the incidence of child labour, development of socio-economic indicators of child workers, and strengthening advocacy to expand poverty reduction programmes for families of child labourers. It continues by stipulating that education programmes for working children need to be introduced, implemented and monitored, capacity improved, and the national child labour policy adopted.

Second Primary Education Development Programme 2004-2009 (PEDP II)

PEDP II is an ambitious sub-sectoral educational development program. The overarching aim is to ensure the achievement of universal primary education by investing in quality improvement at the institutional, school and classroom level, infrastructural improvement and support of equitable access to quality schools development.

PEDP II will work on strengthening the capacity of Ministry of Primary and Mass Education (MOPME), improving school infrastructure, providing textbooks and learning materials to students, and the review and development of teacher recruitment, training and management. Work is being done to on strengthening the National Academy of Primary Education as an apex teachers training institute. Furthermore, pro-poor interventions (such as the Primary Education Stipend Programme) are on-going to vulnerable groups with access to education.

PEDP II has no specific interventions for working children and therefore does not mention or raise awareness on the child issue, particularly children engaged in WFCL (Associates for Development Services Limited, 2006a).

The PEDP-II will cover four components and among them the fourth one is equitable access for indigenous, remote, poor and special needs children as part of achieving the millennium development goals. Strategy and action plan on Vulnerable Group Children’s Education developed and approved. Implementation procedure is in process. Innovative project on Bede children’s education is running.



Secondary Education Sector Development Program (SESDP)

This is a sub-sector development program focusing on supporting management systems, building quality systems, capacity building and reforming policies. The goal of the programme is to address weak and overlapping policy and planning structures; poor learning outcomes; low internal and external efficiency; and limited access and equity

a) The Primary Education Stipend Program (or PESP) was launched in January 2003 as a substitute for the initial stipend program, Food for Education. The target was to support 5 million pupils throughout rural Bangladesh, who would receive a stipend of 100 taka per month only on the condition that students attain at least 40% marks in term examinations and have 85% monthly class attendance.

The PESP is not a compensation for quality; poor parents are still likely to remove their child from education or the child will drop out of school if they feel that their schooling is of little value to their future.

b) Nationwide Female Stipend Program (or FSP) dates from 1982 and aims to increase participation of rural girls in secondary education and, as a corollary, to prevent their early marriages or engagement in full-time household activities. The FSP provides monthly stipends of 25 to 60 taka depending on grade, which are disbursed in two instalments per year directly to the girls. Stipend recipients receive a tuition-free education and they also receive further allowances such as a book allowance and a discount on examination fees. To be eligible, female students must attend 75% of classes in a year, obtain on average mark of 45% in half yearly and annual examinations and must remain unmarried.

Education for All: National Plan of Action II (2003 – 2015)

NPA II (2003-2015) stated the issue; child labour is a major problem and a source of deprivation of the child’s right to education. Child Labour Survey (CLS) identified 6.3 million child labourers in 1995/96 (BBS, 1996). The number was predicted to grow to two million in urban areas by 2000. A rapid survey found children engaged in more than 300 different types of work, 47 of them were most hazardous (ILO-UNICEF, 1997). Ten



thousand child labourers, retrenched from garments industries in 1995, were put in education programs with a stipend to substitute for the lost income of children. The government runs a sizeable non-formal basic education and a smaller

National Non-Formal Education Policy Framework (2006)

The government defined the vision, mission scope, monitoring and evaluation activities and organizational framework by which NGO-run non-formal education programs can contribute to the achievement of EFA goals; helped expand access to, and improve the quality of, life-long learning opportunities and continued education programs, particularly for children and adults who have missed out on formal education.

primary education program for the urban working children. Large number of working children living in urban streets and slums provides another dimension of the problems of education and poverty. Most of the working children are deprived of their fundamental right of access to education. CLS 2002 has just been completed and a preliminary report states that the number of child labour has increased to 10 million.

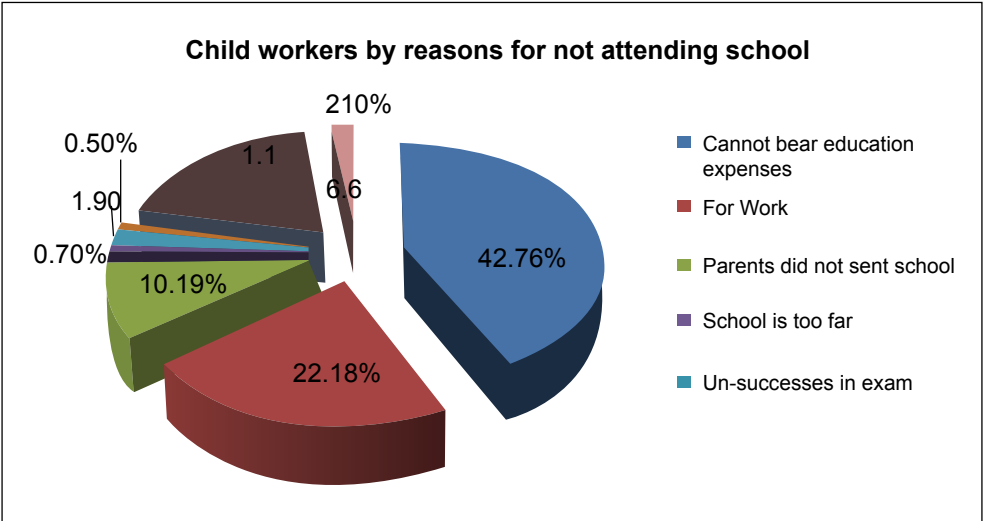
Status of Primary Education in Bangladesh

Bangladesh is committed to preserve the right of primary education to all children. As per government initiatives and measures it is an obligation that all children at the age of primary school are to be enrolled in the primary school however the situation is quite the contrary. Study shows that more than one million children have never enrolled into the school. Completion rate to grade 5 is still low. The huge numbers of excluded children from the main stream of education are meant that exclusion still exists in the current primary education and existing education system cannot address these un-served children.

Children not enrolled in primary school

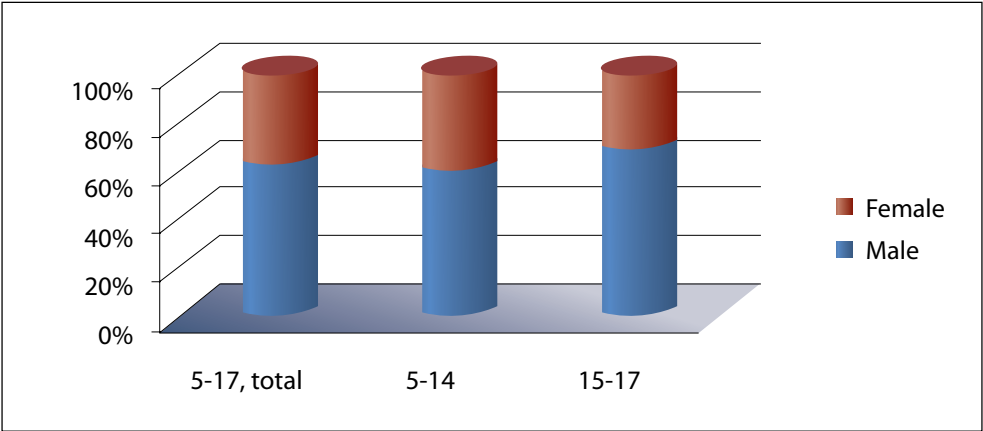
About 4.9 million economically active children are not attending school, 72% of them are male (BBS, 2003). The joint ILO, UNICEF and UNESCO Report on Child Labour and Education in Bangladesh, Current Practices and Policy Recommendations, in 2009, indicate that 2.4 million children are working and attending school. Around 837,000 of 3.2 million child labourers are attending school and working. This would indicate that 73% of child labourers who should be at school are not enrolled or attending school. Reasons for not attending school includes being busy with household economic activities (16.3%); having to work for wages (9.6%); being weak in education (8.2%); having not found it possible to study or have not been successful in exams (7.2%). This is quite clear

that the nonaffordability of education and economic poverty of the household are critical obstacles for children to attend schools.



No. of children not attending school by age group (000)

| Characteristics | Total | Male | Female |
|-----------------|-------|-------|--------|
| 5-17 | 9,054 | 5,716 | 3,339 |
| 5-14 | 6,091 | 3,666 | 2,424 |
| 15-17 | 2,964 | 2,050 | 915 |



Source: Determining hazardous child labour survey 2006

Enrolment Rate

- Proportion of pupils starting grade one who reach last grade of primary; 79.8
- Gross Enrolment Rates (GER): The analysis of baseline data showed that overall GER was 93.7% (boys 91.2% and girls 96.2%).
- Net Enrolment Rates (NER): The overall NER was found to be 87.2% (boys 84.6% and girls 90.1%) at national level.

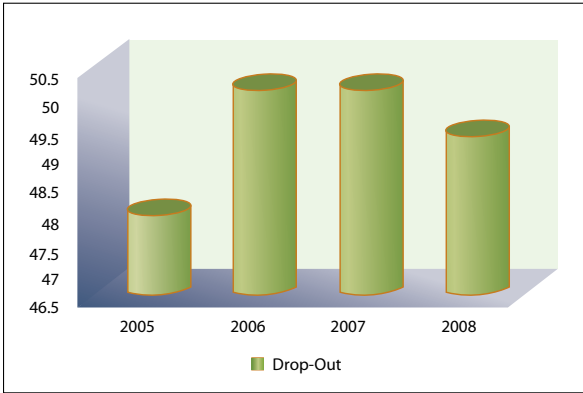
No. of children attending school/ enrolment by age group(000)

| Characteristics | Total | Male | Female |
|-----------------|--------|--------|--------|
| 5-17 | 33,333 | 16,974 | 16,359 |
| 5-14 | 28,973 | 24,597 | 14,376 |
| 15-17 | 4,360 | 2,376 | 1,984 |

Attendance Rate

Attendance rates at primary and secondary levels in Bangladesh are low, averaging 60-62% at the primary level and 50% at the secondary level (Ahmed et al, 2005).

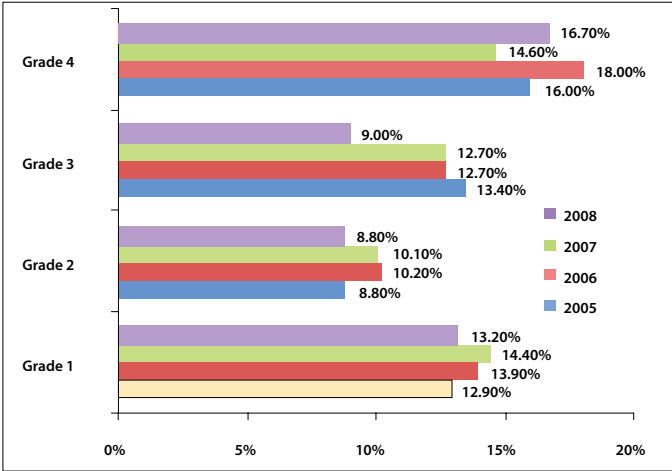
Child labourers are one of the groups of irregular attendees at primary level because they often work long hours, 63% of working children work for 5-19 hours a week, face risk of becoming irregular attendance and therefore achieve poor performance. Children work during harvesting seasons in rural areas and need to do more household chores. In urban slum areas it is estimated that the school-aged attendance rate is 15% less than the national average (UNICEF, MICS, 2006).



Dropout Rate

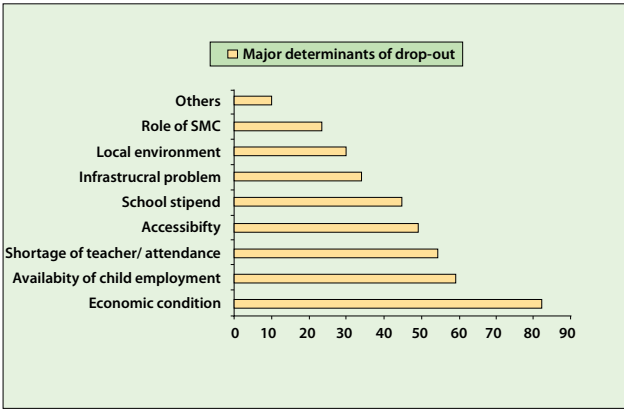
Almost 50% of the students starting Grade 1 drop out of primary education and become potential candidates for the labour market.

Grade wise drop out



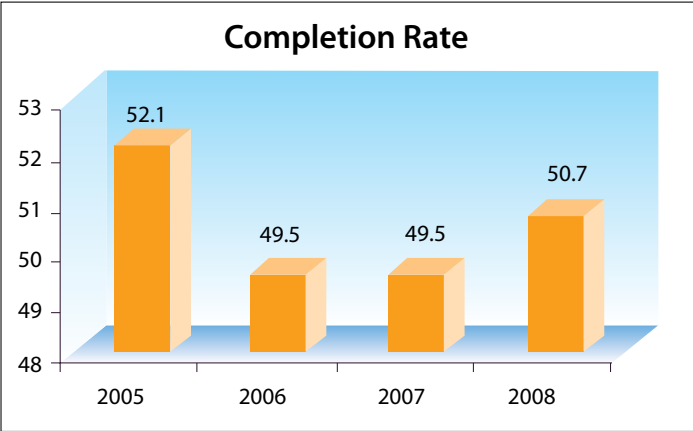
Source: Bangladesh Primary Education Annual Sector Performance Report 2009

Major Reasons for drop out



Source: DPE-UNICEF2009

Completion Rate



Source: DPE-UNICEF2009

Survival Rate: Survival rate to grade 5; overall survival rate was 52.9% (boys 49.0% and girls 56.9%).

Education and Child labour: Case of Exclusion

Lack of the viable alternative i.e. education opportunity millions of children are engaged in work which is indeed the violation of child rights. Out of school children are meant to be child labourer. Poor performance and low rate of completion of primary education is also responsible for the phenomenon of child labour. The cases of exclusion from education are related with various issues;

Educational perspective

The government of Bangladesh has declared primary education free and compulsory to all children though direct and indirect costs still exist. Gradual increases of expenses by progressing of each grade make the drop rate high. For sending the



children to school regularly distance of school, transport costs, insecurity etc becomes concern issues when poor parents estimate opportunity cost. Lack of joyful learning environment, traditional curriculum and methods of teaching, inadequate educational facilities, teacher's involvement to non academic activities, lack of capacity of SMC etc are the reality of primary education sector. Teachers issues like lack or qualification, lack of capacity to deal with disadvantaged group, lack of awareness related to child labour, traditional methods of teaching are also reasons for exclusion.

Guardians' perspective

There is a strong correlation between the illiteracy of parents and illiteracy of their children. Poor and illiterate parent cannot forecast the value of education and estimate opportunity cost. Family with poverty suffers double disadvantage when they send children to school. Family crisis may discourage the child and that might lead to drop out. Big family size with low income make barrier for education. During harvesting season high rate and shortage of labour insist parents to employ children to work. Expenditure for daughter's education has no value in some poor families. Gender disparity is also the reason for exclusion.

Employers' perspective

About 93% of child labourers are engaged in the urban informal economy. Employers are willing to exploit children due to cheap and unskilled labour. "By employing children on very low wages, employers are able to maximize on their profits (Majumdar, 2001). In some cases, parents requested employer to employ their children. Though the employers are aware that employing child labour is the violation of law, this happens due to the lack of responsiveness of the government and ignorance of employers about the negative effects of child labour.

Societal and cultural perspective

Perception related to child labour and education varies from one society to another. Various myths like earning by learning, better to work then little education, work is a part of socialization process, poor child should prepare for adult role etc leads to exploitation. Early marriage, care for siblings, lack of congenial environment for disable children, gender disparity, eve teasing etc. discourage children for mainstream education.

How to retain learners at the class room/school

- Introduce food for education for all types of primary school
- Stipend for all primary school including urban area
- Provide recreational materials for learner
- Establish special recreational room/playing field for learner
- Introduce extracurricular activities

How education influences on child labour?

- negative consequences of child labour
- increase analytical and decision making capacity
- better understanding about the labour laws
- aware and sensitize on protection and safety issues
- get awareness on work place hazards
- sensitize on compliance issues
- can explore for more options
- knowledge on unsafe migration

Chapter 4

Specific project intervention to Address child Labour

National Time –Bound Programme (or TBP)

- Following the ratification by Bangladesh of the ILO convention No. 182 on the Elimination of the worst forms of child labour the ILO, UNICEF and the Asian Development Bank came forward in 2004 to assist the government to formulate a national Time Bound Programme that would provide a comprehensive framework for achieving framework for achieving a measurable and timely set of intervention to eliminate WFCL at both policy (up-stream) and field (down-stream) levels.
- The first strategic objective concerns “Policy environment (upstream at national level)”. The second stratagem Objective concerns “Targeted interventions (downstream at local level)”

Protecting Children at Risk (PCAR) project

- Social workers provide outreach to children working on the street and encourage them to use non-formal education and other services such as drop-in centers. Social workers also provide targeted outreach services to children working in invisible” locations such as small factories or homes, to prevent abuse and exploitation.
- They hold discussion with employers, encouraging them to create safer conditions for children and to allow children to attend school and take time off to recuperate from their workplace. In a number of cases, children are enrolled in public schools. Social workers also provide referrals for service including income-generating activities for parents so they are not so reliant on their child’s income. UNICEF- supported drop in centers provide children at risk with various psychosocial services such as referrals to legal aid, support for family reintegration and shelter.

Reaching out of school children project (ROSC)

- Under the auspices of ministry of Women and children affairs, ROSC commenced in mid-2004 with the intention of creating primary education opportunities for out of school children and students who have dropped out.
- About 8,000 learning centers have been established and 246,000 children have been enrolled from areas where the dropout rate is high due to extreme poverty.
- Out-of-school children receive primary education from Grade 1 to grade 5 and 45 child Welfare primary Schools have been established in metropolitan and other urban areas of Bangladesh.

Basic Education for hard to Reach Urban Working Children (BEHTRUWC)

- With support from UNICEF SIDA and DFID the former Directorate of Non-formal Education (DNFE). Ministry of primary and Mass Education, Government of Bangladesh undertook the Basic Education for hard-to-Reach Urban Children project - 1st phase (also know as the Non-formal Education 3 project) in 1997 and completed it in June 2004.
- The 2nd phase of the project (July 2004 – June 2009. to be extended to June 2012) is seeking to reach 200,000 urban working children aged 10-14, of which 60% is girls, in six divisional cities, providing them with basic life skills education.

Government of Bangladesh Eradication of hazardous child labour in Bangladesh' project

- The first phase of the program ran from 2003-2005. The second phase is on going and will run until the end of 2009 in the six divisional cities of Bangladesh. The aims of the second phase of the project is to withdraw 30,000 child labourers from hazardous jobs by providing two years non-formal education in clouiding training to develop skills, and information to raise awareness about child right and hazardous work. Over 20,000 parents would be provided with credit support to supplement in come loss. Over 76 local NGOs are working under the project.

Prevention and Elimination of the Worst Forms of Child Labour in the Urban Informal Economy of Dhaka City or the Urban informal Economy (UIE) Project.

- The project is funded by the Netherlands Government; Commenced in January 2007 and in the current phase will be completed December 2011.
- The major objectives are to: 1) strengthen the knowledge base and prepare models that regulate, monitor and address hazardous child labour in an urban informal Economy for country wide replication; ii) develop and implement multidisciplinary and multi tier child labour monitoring (CLM) system; iii) provide viable alternatives for children and their guardians, families and / or house holds and their employers in the form of non-formal education, skill development training social and economic empowerment, workplace improvement programs, and other needs-based supplementary service programs.

Technical and Vocational Education and training Reform (TVET) project

- Funded by the European commission for a period of five years (2007-2011). The project aims to assist Bangladesh in reducing poverty through reforms of technical and vocational education and training policies and systems so that more people can acquire employable skills and thus generate in come through wage earning jobs or self employment.
- The project objectives will be achieved through corresponding components in the project:
- TVET policy, management and systems
- Quality and relevance of TVET
- Management of TVET institutions and teacher training
- Workplace skills development Access to TVET by underprivileged groups including working children

Bangladesh Institute of labours Studies

- BILS runs a Hazardous child labour project funded by the Trade Union Council of Denmark. The project manages non-formal educational centers and

technical training services for child workers aged 12-14, in Gazipur, Keranigonj, Mirpur and Tongi. Child workers are provided with basic education, vocational training and information session on their right before they enter the labour market. The project also runs a primary health care service for trainees and students as well as motor mechanic workshop for intensive training on the trade for the centre graduates.

Non-formal Education and child labour

- Non-formal education provided, mostly by NGOs such as BRAC, DAM, UCEP, GSS, FIVDB and SUROVI and others, have played an essential role in providing second chances for out-of-school children, including working children, to learn basic literacy and numeracy and other skills that will help them to either transition in to the formal education sector or enter in to skilled and better paid work.
- About 8% of the children enrolled at the primary level, mostly from disadvantaged segments of society and those who have passed entry age or have dropped out of formal primary school, are served by non-formal primary education system.

Non-Formal Education Programs and their contribution to the Elimination of Child Labour: An Overview

More than 700 NGOs offer one or more types of non-formal education programs in the country for out-of-school children, which include working children (Associate for Development Services Limited, 2006b). There are currently over 1.5 million children in non-formal education programs run by international and national NGOs. A 2004 survey (Cited in Associates for Development Services Ltd, 2006b) showed that of these 700 NGOs only 72 were running large-scale programs. An overview of some of the non-formal education programs is provided below:

Child Labour Elimination Action Network (CLEAN) is a regional network formed in 2004 consisting of 40 child-focused NGOs with the key objective of reducing and eliminating child labour from north west region of Bangladesh. CLEAN share information, run workshops and mobilize local actors such as local government to help identify and eliminate hazardous child work.

Joint Child Labour Working Group (JCLWG) formed in 1999 comprised of ILO, UNICEF, Bangladesh Shishu Adhikar Forum, Dhaka Ahsania Mission, Save the Children Alliance and Centre for Mass Education in Science. The JCLWG aims for better coordination and synergies amongst different child labour programs through knowledge sharing, including lessons learnt from various activities undertaken by group members.

Domestic Workers' Rights Network (DWRN) was formed in December 2006. The network comprises of a group of human rights organizations and trade unions. The main objective of DWRN is to initiate healthy discussion with policy makers, civil society, different professional groups, trade unions and human rights organizations on the protection of domestic workers. The Bangladesh Institute of Labour Studies (BILS) functions as the secretariat of the network.

Together with Working Children (TWC) - a network of nine NGOs initiated by Save the Children, Sweden/Denmark in 2005 aiming to protect working children's rights and reduce hazards at their workplace. Child labour partners of Save the Children Denmark developed this common platform in 2005 to implement an integrated advocacy plan, create scope for experience sharing, knowledge building and information dissemination. The network contributed to the development of the National Child Labour Elimination Policy and a code of conduct for employers of children engaged in informal sectors.

Understanding Children's Work project (UCW) - As part of broader efforts toward durable solutions to child labour, the ILO, UNICEF and the World Bank initiated the interagency Understanding Children's Work project (UCW) in December 2000. The project aims to improve understanding of child labour, its causes and effects, how it can be measured, and to develop effective policies for addressing it. UCW interagency research collaboration in Bangladesh started in 2008 and is on-going. It aims to assist the government (Child Labour Unit, Ministry of Labour and Employment) to identify gaps in the existing knowledge base on child labour, analyse the impact of national development policies and programs on child labour and, through a cost-benefit analysis, provide strong and compelling economic arguments for the elimination of child labour.

Child Labour Unit (CLU)

The ministry of Labour and Employment (MoLE) established the Child Labour Unit (CLU) under the supervision of the labour wing of the ministry in 2009. The Unit is playing catalytic role for ensuring that all child labour policies and interventions are planned and executed in an integrated and coordinated

manner. The CLU has several key responsibilities to play a role in eliminating child labour. The CLU is mandated to strengthen coordination and collaborative actions among line ministries and relevant departments, local government institutions, employers' and workers' organizations, professional groups, community organizations, research institutions, academic institutes, NGOs and civil society groups as well as UN agencies like ILO and UNICEF, and other international agencies working for child labour elimination. The CLU is also responsible to develop an integrated Child Labour Monitoring and Information System (CLMIS), facilitating the finalization of the list for hazardous work or occupations and social mobilization, communication and advocacy strategy in close cooperation with key stakeholders. The unit is headed by Joint Secretary (Labour) of MoLE.

National Child Labour Welfare Council

National Child Labour Welfare Council at national level is going to establish to oversee and supervise the child labour situation in Bangladesh. Representatives from government and non-government organizations, employers' and worker's association and experts on child labour issues will comprise the council. The council will act as a "Think Tank" which will observe and analyze the national and international child labour context and situation and advice the government.

Recommendations and Way Forward

Various acts and policies reflect that the Government has been taking various measures to make education more inclusive as well as to address the issue of child labour. However, the magnitude and extent of child labour implies that the problem is related with socio economic status and overall economic condition of the country. Therefore a comprehensive programmatic strategy for child labour and education should take place within the framework with the national development plan, PRSP, NPA III on education and relevant national initiatives. Relevant development partners should actively participate in the effort ensuring a sense of commitment, ownership and partnership. Following recommendations are based on different stakeholder's consultations which would support concerns to determine strategies.

- a. The government should take action to make education more inclusive, flexible and adaptive so that it can be the viable alternative for the elimination of child labour. Different types of learners with different needs and circumstances

require special provision. Easy access and quality of primary and TVET education for child labour should be ensured.

- b. The government should formulate a National Plan of Action (NPA) addressing the National Child Labour Elimination Policy 2010 prescribed programmatic strategic area of intervention. The NPA should determine its goal and objectives with specific timeframe and setting up following activities;
 - Activate and strengthen the Child Labour Unit (CLU) for ensuring the planning and execution of child labour policies and interventions in an integrated and coordinated manner.
 - Take initiative to formulate legislation of the policy into action
 - Coordinated efforts and effective coordination among relevant ministries government institutes and other development partners
 - Advocacy, networking, research/study and social mobilization to raise awareness among policy makers and relevant stakeholders
 - Develop and strengthen the capacity of the relevant institutions, officials, CBOs and NGOs
 - Prevention through introduce inclusive education system, Increasing quality, relevance and access to education, Easy access to TVET. Protection through providing and supporting basic and primary education, youth and adult literacy by NFE, skill training, economic empowerment by micro credit programs. Withdrawal and rehabilitation children from hazardous work.
 - Allocate human and financial resources.
- c. Local government should play the vital role to promote, involve development partners and effective implementation of policies and initiatives at local level; a range of activities, include:
 - Activate the comities on Education in local Govt. level
 - Establish new school proportionate to population, community based school for slum/disadvantage children.

- Aware the employer of factories and establishments about child labour, arrange public awareness programs on child labour issues
 - Formulate committee for monitoring the implementation of labour law, National Child Labour Elimination Policy 2010
 - Capacity development of local institutions for ensuring the implementation of relevant laws
 - Discourage guardians to send their children to work by incorporating a section into the micro credit legislation stating that “Guardian of child labour is not eligible to receive micro credit. They must send their children (if available) into primary school”
 - Financial support at the family level and link with social safety net program
- d. Initiatives should be taken from the primary school to reduce dropout rate and retain learners at the class room/school by ensuring interesting and joyful learning;
- providing Mid-day meal/Balanced Tiffin
 - Providing free school dress and materials
 - stipend for all types primary school including urban area
 - introduce extracurricular and recreational activities
 - Raising awareness among teachers for the better treatment of underprivileged and disadvantaged learner.
- e. Non Government Organizations (NGOs) have a role to provide non-formal education for out of school children and raising awareness and informing people about the consequences and long term impact of child labour. NGOs should extend services which includes;
- Support government institutions in Implementing relevant legislations
 - Support concern organizations to identify and refer child labour for rehabilitation

- Initiate advocacy program with central and local government for the implementation of policy and legislation
 - Support families through awareness raising program, mobilization, conditional cash transfer, other social support so that parents/guardians do not send child to work
 - Communicate with all stakeholders to coordinate, cooperate and information sharing and campaign against child labour.
 - Undertake Research, study, networking to increase understanding and knowledge base among key stakeholders
 - NGOs should mobilize employers to replace child labour with adults. Mobilize civil society, corporate entities, CBOs.
- f. The role of media to increase awareness and mobilize all stakeholders to combat against child labour is essential
- g. Development partners should continue their cooperation to provide resources and technical support for the elimination of child labour and achieve EFA goal.

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