

Limited access to education for child labors: A study of Bangladesh's Khulna City

Terbatasnya akses terhadap pendidikan bagi pekerja anak: Studi di Kota Khulna di Bangladesh

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Abstract

Child labor is a prevalent issue in Bangladesh, depriving many children of educational opportunities. This study examines the impact of child labor on education. Apart from that, this study also explores various factors such as socio-cultural, economic, environmental, and psychological impacts. This study uses qualitative research methods cross sectional and the study was conducted using primary data. Interviews are conducted with focusing on ten teenagers, including nine boys and one girl. This study clarifies the points influencing the accessibility to education, which are the impacts of child labor. The findings shed light on the challenges in accessing education caused by child labor and can inform social development projects, NGOs, and government initiatives. This study concludes that the importance of emphasizing of collaboration among stakeholders to ensure universal access to quality education. It also suggests that the findings can guide future research and policy development to address child labor and improve educational accessibility.

Keyword: child labor; educational access; educational discrimination; social protection

Abstrak

Pekerja anak merupakan masalah yang lazim di Bangladesh, sehingga banyak anak kehilangan kesempatan mendapatkan pendidikan. Studi ini mengkaji dampak pekerja anak terhadap pendidikan. Selain itu, penelitian ini juga mengeksplorasi berbagai faktor seperti dampak sosial budaya, ekonomi, lingkungan, dan psikologis. Penelitian ini menggunakan metode penelitian kualitatif cross sectional dan penelitian dilakukan dengan menggunakan data primer. Wawancara dilakukan dengan fokus pada sepuluh remaja yang terdiri dari sembilan laki-laki dan satu perempuan. Kajian ini memperjelas hal-hal yang memengaruhi aksesibilitas terhadap pendidikan yang merupakan dampak dari pekerja anak. Temuan ini menyoroti tantangan dalam mengakses pendidikan yang disebabkan oleh pekerja anak dan dapat menjadi masukan bagi proyek pembangunan sosial, LSM, dan inisiatif pemerintah. Kajian ini menyimpulkan pentingnya menekankan kolaborasi antar pemangku kepentingan untuk menjamin akses universal terhadap pendidikan berkualitas. Hal ini juga menunjukkan bahwa temuan ini dapat memandu penelitian di masa depan dan pengembangan kebijakan untuk mengatasi pekerja anak dan meningkatkan aksesibilitas pendidikan.

Kata kunci: pekerja anak; akses pendidikan; diskriminasi pendidikan; perlindungan sosial

Introduction

Child labor is a global issue affecting millions of children, which is a cause of concern for the international community. Education plays a crucial role in combating child labor and poverty by empowering children

and their families to shape their own future and learn about their rights. Limited access to education perpetuates the cycle of poverty and inequality, making it necessary to understand its root causes in order to develop effective policies and interventions. While there have been numerous studies on child labor and access to education, there is a research gap specifically regarding child labor in Khulna city. This study aims to investigate the relationship between education and child labor in Khulna city, providing valuable insights for the community and employers to understand the benefits of education and the potential consequences of child labor.

Realities around the world show that most children would rather work in hazardous environments than attend school. Hazardous work can be described as child slavery, exposing children to dangerous risks or diseases separating children from their families, and so on (Ali 2021). Becoming a child laborer means losing youth, potential, and dignity. Child labor can be physically and mentally harmful (Geria et al. 2010).

Being a child of poor family now a days significantly affects school attendance. The cause behind this is that in the less develop countries if a child attend school, then he/she must give up all other activities. Especially income generating works of boys (Fontana & Grugel 2015). Developing countries rely on the agriculture-based works for their livelihood, that's why it effects the school going of the children especially in harvest season. Besides the boys, the girls also get busy then. The girls are also busy if there is an infant in house. Then she is required to help her mother in household and sacrifice school (Kamau 2010). Ford (2019) found that work hours negatively impact children's school attendance and performance in seven countries, with a slight positive impact in Sri Lanka. Fyfe (2009) found a negative link between school attendance and academic achievement, with work affecting children's reading and math abilities. Ensing (2009) investigated the effect of child work on schooling, and Ensing (2009) examined the impact of child labor on school attendance. This research aims to explore the impact of child labor in Bangladesh, particularly in Khulna city, to better understand its impact on education accessibility.

Not all work done by children should be classified as child labor. According to the ILO, Child Labor refers to work that deprives children (any person under 18) of their childhood, their potential and their dignity, and that is harmful to their physical and/or mental development. It refers to work that is mentally, or morally dangerous and harmful to children. In its most extreme forms, child labor enslaves children, separates them from their families, exposes them to significant risks and illnesses, and/or abandons them to fend for themselves on the streets of big cities at a young age (Gob 2022). Whether or not a certain sort of employment may be labeled child labor is determined by the child's age, the type and hours of work performed, the conditions under which it is conducted, and the goals pursued by various nations. The answer varies by nation and sector within countries.

According to Cullen (2019) most children in developing countries work because they want to support their families. According to Alam et al. (2008), the first and foremost cause of child labor in Bangladesh is the economic impoverishment. Poverty-ridden family cannot afford to carry the educational expenses because they are poor and pass their days in hardship. Moreover, widespread unemployment, social insecurity, resource scarcity are the underlying factors of migration from rural to urban areas. Natural calamities like riverbank erosion, floods, droughts, storms and tidal surges, earthquakes etc. drive children towards greater risks of being engaged in physical labor.

The Dhaka Tribune (2021) demonstrated the significance of poverty as a deciding factor in child labor in Bangladesh. Their findings revealed that home poverty has a crucial role in explaining child labor in Bangladesh. According to the Delap (2001), poverty forces children to labor in Bangladesh, and children are the household's final source of income. Using data taken from the Dhaka slums. However, BBS (2015) claimed that socio-cultural variables, rather than economic reasoning, are more relevant in understanding child labor in urban Bangladesh. The present study contributes to this small but growing literature that explains the determinants of child labor in Bangladesh. As previously discussed, good understanding of the key determinants of child labor is essential for formulating appropriate policies that will reduce child labor.

"The Bangladesh Labor Act" is An Act to consolidate and amend the laws governing labor employment and worker-employer relations. Minimum wage determination, wage payment and worker compensation for injuries, formation of trade unions, raising and settling industrial disputes, worker health, safety, welfare, and working conditions, apprenticeship, and related matters whereas it is necessary to consolidate and amend the laws governing the employment of labor, the relations between workers and employers, the determination of minimum wages, the payment of wages and compensation for worker injuries, the formation of trade unions, the raising and settlement of industrial disputes, worker health, safety, welfare, and working conditions, apprenticeship, and matters related thereto.

Some further explanation refers to the Bangladesh Labor Act – XLII OF 2006. More about global insights on the impact of child labor on educational access. Hoque (2020) said, in developing countries household wealth is an important determinant of child labor. It is found that child labor has serious effect on overall performance of a child. As a result, the working children find it very tough to get access to education. Jensen (2017) find that there is a non-trivial impact of work on schooling. Children get into works either for a very little or no money. Sometimes the cultural, social context and extreme poverty makes parents to choose labor over education for their children as it adds some economic benefits. Such incidents keep children away from getting education. The astronomical number of child workers certainly influences the high proportion of uneducated children worldwide. Countries having low primary completion rate do face many challenges to eradicate their education gap. Thus, a commitment to invest in education sector is necessary and should be made.

The issue of child labor and accessibility to education in the context of Bangladesh was addressed by several previous researchers. A study conducted by Geria et al. (2010) examined the effectiveness of targeted enrollment subsidies (Food for Education Program) in rural Bangladesh in increasing school attendance and reducing child labor. Another study conducted by Islam et al. (2013) found that child labor had a negative impact on reducing student attendance and achievement at school. Finally, Masum (2002) found that child labor reduces the likelihood of continuing schooling for children in Bangladesh. Maya Jariago (2021) demonstrated that because the children are interested in many activities, they do not have enough time to attend school. The girls work as maids in residences, spending over two-thirds of their day working. As a result, they miss out on the opportunity to attend school. It is very hard for child laborers to complete or begin their education. Various studies, such as (Mustafa 2019), have identified a lack of time or time restrictions as one of the significant variables affecting education negatively.

Education is a facility that everyone should have. An increasing amount of research shows that facilities have a significant influence on educational accessibility. It is hard to continue school without sufficient facilities (Pain 2012). The lack of suitable facilities for young laborers increases the percentage of school dropouts. According to Pandit's (2022) research, various amenities should be provided for child laborers in order to encourage them to attend school or further their education. In a study Takyi (2014) showed that maximum developing and under developed countries face this problem of not ensuring proper education for all because of the high expense of education. Moreover, the changing world and latest trends are making it tougher to ensure low-cost education accessibility. When a person is willing to undertake anything, it is feasible to prepare him for it. However, reluctance works against success. The kid laborers come from a very impoverished household. Most of them are initially eager to learn (Posso 2019). However, in order to meet the family's needs and costs, the children must labor. They start making money. And when such events occur on a regular basis over a long length of time, the youngsters lose their desire to learn. They are content with their current financial situation.

Access to education is influenced by geographic location and area. In emerging and underdeveloped countries, the distinction between rural and urban areas is considerable. The primary distinctions may be identified in terms of living style, cost of living, manner of life, trends, and so on. When a youngster travels from rural to urban areas, everything changes for him. Child laborers are sometimes unable to finish their schooling due to demographic differences (Pelto 1995). The environment is an important aspect in any circumstance (Karikari 2016). Access to schooling is largely determined by environmental factors. Various environmental elements have a significant influence on pupils' access to education.

During term time children can only work a maximum of 12 hours a week. This includes: a maximum of 2 (two) hours on school days and Sundays, a maximum of 5 (five) hours on Saturdays for 13 to 14-year-olds, or 8 hours for 15 to 16-year-olds. According to a new survey from the London-based Overseas Development Institute, 15% of Dhaka slum residents aged six to fourteen do not attend school and work full-time. The investigation, titled “Child labor and education - a survey of slum settlements in Dhaka,” discovered that two-thirds of slum girls who work full-time are engaged in the thriving textile business. According to the ODI research, one of the biggest surveys on child labor and education ever performed in Bangladesh, over half of the children living in Dhaka’s slums were working by the age of 14. It permitted youngsters aged 12 to 18 to work in institutions, but only for a maximum of 7 hours per day. The Constitution of Bangladesh while guaranteeing the fundamental rights for the people prohibits all forms of forced labor under Article 34. Many children get attracted to money as they easily get it. On the other hand, getting accessed to education doesn’t ensure any quickly visible benefit. So that another reason for children not being interested to education. That’s why the financial benefit and working hour can influence the access to education.

The proposition of this study highlights two things, including; Proposition one, working hour and financial benefit from work influences access to children’s education. Proposition two, lack of awareness of available educational facilities and unwillingness of children affects access to children’s education. The Government has many schemes, policies, programs for children with different disabilities but such facilities do not reach many families especially those who stay in villages or remote areas. However, a lack of awareness of educational facilities and reluctance towards them are still often found. Even many regular and special schools are not fully aware about the facilities and they could not provide adequate guidance to the parents. Many of the parents are unaware about the admissions, educational aids, vocational training, exam concessions, etc. That lack of awareness of educational facilities prevents parents from giving better education to their children with disabilities. People including parents and school are not aware of funding available to include students with disabilities in regular schools.

Furthermore, lack of awareness about disability certificate. Children with disabilities did not have a disability certificate because of various reasons such as lack of awareness about the disability certificate, lack of awareness about the place from where to access disability certificate, a lack of awareness about the procedure of it, or even lack of awareness about the uses and importance of the disability certificate. Not having a disability certificate also is a reason for many parents not enrolling their children in schools because they cannot access the benefits of government’s education schemes. When children are not exposed to education within a certain time and age then they slowly lose their interest in it. Moreover, if they get attracted to money, that also takes them away from education.

Research Method

In this section the methodology of the study is discussed. The source of data, the process of the data collection, the informants, the case formulation, setting up the questions, the mining of the data, the process of interpretation, sampling, design, selection of the informants etc. described in details. In Bangladesh, Child labor is not a rare circumstance. In the paper 10 cases of the children have been presented as the most frequent situation. Though the variety of the labor work place of the children and all the children have been selected from Khulna. Those cases represent almost all of the cases of children. And this scenario is beyond the region. Of the selected 10 cases, three are from restaurant and small stall worker, hardware mechanic, garage assistant, two are from household, three are from self-employed like plastic bottle collector or freelancer (part time worker) and the rest of the two are rickshaw puller and auto driver.

The design of this study is supposed to be a cross sectional qualitative research. At the real time a number of selected informants have been enquired regarding a semi structured questionnaire. And as per the characteristics of the qualitative research the question was prepared with “why”, “how”. The researcher hasn’t implied or imposed anything on the respondents and there was no control over the events. The outcomes of the questioning have been presented in the form of case representation.

Child labor is a common phenomenon in developing countries like Bangladesh. The children who are involved in work can be segmented in many categories. Some are working in house hold sector, some are in transport, some are freelancer, some are beggar, driver, assistant mechanic etc. this study shows the cases of ten different child workers selected from different types of sectors regarding background, present occupation, living areas, educational status and history, mentality and some other contexts. But all the cases of each informant almost represent all the population of that sector or segment.

Table 1.
Criteria and brief information on research informants

Informant	Age	Gender	Education Level	Type of work	Parents’ Availability	Parents profession	Siblings	Income/ Taka	Interest for Education
RAN	14	Male	Primary	Works in fruit shop	Yes both	Both unemployed	No	4000	No
MIR	13	Male	Class 3	Works in tea stall	Yes both	Father is employed	3	Very low	No
SUM	13	Male	N/A	Motor Garage Assistant	Yes both	Father drives auto rickshaw	2	Very low	No
PPI	14	Male	Class 3	Garbage Collector	N/A	N/A	0	4500	Yes
NAS	12	Male	Class 3	Begging	Yes Mother	N/A	0	3000	Yes
RAV	13	Male	Class 3	Day Laborer	Yes Mother	Factory Worker	2	4000	No
JAN	9	Male	N/A	Whatever gets him money	N/A	N/A	0	4500	No
TUL	15	Male	Primary	Assistant to Car Mechanic	Both	Father Drives Easy Bike	2	12000	No
KIB	13	Male	Primary	Van Driver	Yes Mother	N/A	2	2500	No
SIA	14	Female	4	Household Worker	Both	Mother is a household worker	0	3000	No

Source: Processed by the author

A number of informants have been tried for the data collection. Among them ten informants of a variety of background and story the cases have been selected and designed. It was really a confusing and difficult task to identify the right informants for the relevant data collection and almost all of the informants are under 15 years old, so they couldn’t attend all the structured question as expected. So, the cases have been redesigned after a coding analysis and re- interpretation. Criteria regarding the educational and employment status of the informants are explained in the cases. Apart from their background and family history, willingness to learn etc is also included in this case. Informant criteria are presented in Table 1.

The information that the informants provided while the informal form of interview are unorganized and less understandable. So, it is needed to be encoded. The interviews have been recorded and then while analyzing the information has organized in a form of case. There are ten such cases and all the cases are described here.

The informant is designed in a manner that correctly states the condition of the informant. The inner meaning or the required information then identified from the whole situation. The barrier of entering or continuing the education of the respondents have been analyzed deeply. The background of the informant like the family status, parents and environment etc. are quite important for the analysis of the accessibility of education.

Result and Discussion

The results of the study and discussion are divided into several sub-chapters including; First, an explanation of pecuniary benefits and the influence of unfitness and working hours on child labor. Second, environmental influence and monetary unaffordability. Third, shifting from one place to another. Fourth, lack of awareness about the facilities of education and unwillingness of children.

Pecuniary benefits and the influence of unfitness and working hours on child labor

Analyzing the cases of the children who are engaged in different works, five of ten children do not want to go to school because they feel attracted to money. Most of the children work in different shops, stalls or beg and get money as the immediate rewards of their work. With this money, they can eat, support family or use for another purpose. Besides these, earning money increases love and affection for those particular children within the family. But in the school, they don't get any immediate outcome rather than being a cause of additional cost and mental pressure. They feel more comfortable in working than going to school. Thus, attraction of money at the time children age is a considerable cause of stopping study and it decreases the rate of education of child labor.

“Now I am not willing to study because I think that education cannot meet the demand of my family. On the other hand, I can earn and eat and support my family by begging.” (Informant NAS).

“Now I am not interested in studying because I want to earn my livelihood and support my family's financial condition.” (Informant RAV).

“I have no willingness to study because earning money and taking food is the main motivation of his life.” (Informant JAN).

“But at present I don't want to go school because I want to earn and meet my basic needs. Continuing my education may cause additional cost which I cannot bear”. (Informant TUL).

All the children who are indulged in labor comes from poor families. Their family can never fulfill their wishes (Reja 2017). So, when they see that labor is providing them with hands on money, they get attracted to work and avoid education.

Analyzing the interview of the child labors, it has been found that they have no certificate of fitness, even they don't have any knowledge about this. The parents of the child who send their children to work never bother about the certificate of fitness. Moreover, the owner of the shop or factory never shows concern about the health condition or the fitness of child for doing specific job whether they are fit or not. Many children are not fit for some jobs or their physical condition doesn't allow them to do it, but still, they are attempting to the job and as a result some serious injury occurs and most of the time children feel lack of stamina, energy and they lose willingness to further go to school.

“After starting job in the car mechanic shop, I didn't get any training for my work from any experienced worker. I learned from practicing by myself. They don't care about the physical condition and age of working whether I can do the work or not. I have to carry hard machines and materials and place it another place.” (Informant TUL).

Children who have been involved in child labor frequently lack the fundamental educational foundation that would allow them to learn skills and increase their chances for a productive adult working life. If young people are unable to find employment that is safe, offers social protection, fair compensation, equality for men and women, and allows them to voice their thoughts, they are frequently forced to conduct dangerous job (Le & Homel 2015). Children over the minimal working age are engaged in dangerous jobs.

In the observed situation most of the child workers worked from 9 am to 8 pm. They work more than seven hours but they never get overtime wages from the owners of the establishment. As mentioned earlier,

employer generally appoints children because they are cheap to get and the owners can make them work as much time as they want. As the children doesn't have any knowledge about their rights and labour law, they never protest for it. After working overtime, the child workers hardly think about to continue their education. They lose their willingness as well as confidence. As stated by several research informants. "Here, I have desire to attend the school but I have to work from 9 am to 10 pm and that's why I get no time for attending school." (Informant MIR). "I work from 9 am to 10 pm daily. I have no excess time for education. In spite of having the desire to go to school, I have no chance for that." (Informant KIB).

The employer generally gives work to children because they are unknown about labor laws and very cheap. The employers make the children work more hours than adults and pays less (Pain 2012). As children don't know much, they never think about it. After working long hours it's almost impossible to continue study.

Environmental influence and monetary unaffordability

Environmental influence is also found in the cases as the forcing element for not going to school of children. Children who are parentless and live alone on the roadside generally get mix with other children who are in the same situation. That children stop their education before and influence the new comers to do the same thing that they do. On the other hand, sometimes the street children work under a group leader who operate them according to his own way. Because he is uneducated and has no idea about the advantage of education, he influences the subordinate children to work more rather than going to school. So, this type of environmental influence decreases the rate of education among the child labors.

"I cannot live with my mother for some reasons. I live alone by the roadside of Khulna city." (Informant RAV).

"I am JAN and live by the roadside of Khulna city. As I have no guardian or supporting person, I need to work for my own livelihood. I have no specific occupation. Sometimes I work as the assistant of tea stalls, sometimes as a day labourer, sometimes as a left out things collectors and sometimes as other roles." (Informant JAN).

The homeless children labor for a group leader who runs them according to his own rules. Because he is illiterate and has no understanding of the benefits of education, he persuades the subordinate children to labor more instead of attending school (Jahan 2022). Traditional attitudes and habits in underdeveloped nations favor employment above education. Cultural and societal factors contribute significantly to child labor.

Most of the children who work as a child labor come from a very poor family. Most of them are parentless where most of the children's father or mother are unemployed or work as a rickshaw puller, auto biker with getting a very nominal wage. With this nominal wage, carrying all the cost of family is very difficult. While three meals are very difficult to earn for children, going school or understanding the advantage of education is luxury to them. In this situation children comes to street and want to work forgetting about education. So, financial unaffordability to educational expense is the considerable cause of going away from education of children.

"Once I read in a primary school and continued it till class three but I have stopped it. I didn't get any opportunity for my further education while working. Now I am not interested in studying because I want to earn my livelihood and support my family's financial condition." (Informant RAV).

"I have willingness to study but I have no opportunity and financial capability of starting school going again." (Informant PPI).

"But I didn't get any chance of going high school for further education because of my family condition." (Informant KIB).

When adults are unable to obtain job, they may rely on children to supplement the household income. Poverty is one of the primary causes of child labor. This is especially typical in underdeveloped nations where poverty is prevalent (Islam 2018).

Shifting from one place to another

Sometimes children shift to urban area from village in search of work because of the unavailability of children's work in the village. In the village they read in a primary school or somewhere else. But when he comes to a city, they cannot get access to school because their working place may not be in the ranges of school area. As the area of the city is unknown to them, they cannot get support to start study again. For this reason, shifting from village to city has an impact on education of child labor.

“After coming from village, I started working as a van driver to support my family. Now, I am the only earning member of my family and that's why I have to take all the responsibilities of the family.” (Informant KIB).

“Once I with my family lived in a village but for the hope of higher income and better livelihood, we shifted to Khulna city. In the village, I read in a primary school but at present I cannot attend school because I cannot available opportunity as village.” (Informant TUL).

Shifting from one place to another is another player behind child labor. Sometimes children tend to move to cities from villages with their families with dream of a better life. But what they find is misery (Greenfield 2022). Then they have to do various work to support their families.

Lack of awareness about the facilities of education and unwillingness of children

Most of the children who engage in children come from very ignorant family. The cases show that most children's parents are separated, divorced, dead or present but cannot take care about their children. Someone takes care about their children but unaware about education. It seems that education is unnecessary for their children. On the other hand, they are about risk and hazards of the health of their children. At present the Government and different voluntary associations takes some scheme and provides necessary support to rehabilitate the working child. But ten children of ten children have no idea about it. If they know it, they will take that opportunity. So, ignorance about these schemes and scholarships decreases the rate of education of child labor.

“As I am the only earning person, my salary can hardly full-fill my and the family's demand. Most importantly, I liked to attend school once but now I don't want to go school.” (Informant RAN).

“If I get opportunity for education, still I will prefer working in the garage to going school.” (Informant SUM).

“Now I am not willing to study because I think that education cannot meet the demand of my family.” (Informant NAS).

“But I am not that much interested in starting my education once again while my family can provide the facilities for my schooling. I prefer to continue my works to start education again.” (Informant SAI).

Children, their parents and sometimes general people tend to be unaware of this phenomenon and it has become normal in Asian countries (Dhar 2018). As there is no such talk or action against it day by day more children are getting into it and avoiding education as it can't give immediate benefits.

In the section of 39 sub section 2 and 3 of Bangladesh Labor Code 2006, it is mentioned that “No adolescent should be permitted to work in any other establishment for more than 7 (seven) hours per day and 42 (forty-two) hours per week.” In the next sub-section 4 and 5, “If an adolescent works overtime,

the total number of hours worked, including overtime, in any factory or mine should not exceed 36 (thirty-six) hours in a week; in any other business, 48 (forty-eight) hours." Besides that, "An adolescent employed in an enterprise should be limited to two (two) shifts, with no shift lasting more than seven and a half hours."

In the result section of our study, we have seen the opposite scenario. The children or adolescence generally work more than 8 hours and for this reason they cannot attend the school. So, working hour of a children influences their involvement in study. According to the section of 37 (Sub section of 1), Bangladesh labor code 2006, it has been said that:

"When an employer requests that an adolescent be examined to determine whether the adolescent is fit to work in any occupation or establishment, a registered medical practitioner is required to examine the adolescent and make a fitness determination. However, when an adolescent or his parent or guardian makes such an application, the application must be accompanied by a signed letter from the employer whose establishment the adolescent is applying for employment, stating that the adolescent will be hired if he is certified to be fit for work." (section of 37 – sub section of 1).

In the section of 39 sub section 2 and 3 of Bangladesh Labor Code 2006, it is mentioned that:

"Adolescents shall not be engaged in any work designated harmful by the government. Adolescents are not permitted to clean, lubricate, or adjust any equipment in any facility while it is in action, or to operate between moving parts or between fixed and moving portions of such machinery." (In the section of 39 sub section 2 and 3).

As previously explained, in the results of our research, the opposite scenario was found. Children is engaged in machinery and risky works and the owners don't take care about the health of the child workers. For this reason, some serious injury occurs and most of the time children feel lack of stamina, energy and they lose willingness to further go to school. Thus, physical condition influences the children's involvement in education. Most of the children in the investigation are greatly interested in earning money rather than going school. Continuing job ensure the satisfaction of their basic needs. They are ignorant in the sense of the importance of education. They are more attracted to the short-term benefit from job. As most of the children in the cases are in the working field because of their family's financial condition, they earn money for it and more interested to smell the money than getting education.

Next from in the results section, it is also said that living ambience greatly influences on child workers education. From interview of the child labor, it is found that child workers work in the environment where workers from different sectors and different environment belong and most of them are not school going. For that the child worker lose the intention to go to school as they fellow workers are not going. This influence hinders the child workers school going rate. Another factor rises from the investigation of the case which is the shifting from rural areas to urban area. Many children in the village attended school but shifting from there makes the access of the school difficult for them. Most importantly the city is unknown to them and they hardly manage to go to school outside of their range. For shifting to urban area, their living expenditure also increases and they need to work instead of studying for that.

Lack of awareness about the facilities of education of child labor decreases the possibility of continuing education. In the cases, it is investigated that maximum portion of the child labor have no idea about the facilities provided by government and different voluntary organizations. They want to ensure the child workers school attending percentage by providing different facilities like night school, food facilities, and free education. But our child workers don't know about these and they are missing the opportunities.

Expected patterns regarding the impact of child labor on access to education. Different previous literatures based on child labor's impact on access to education are reviewed and from the review two propositions are assumed. The propositions are: Working hour and financial benefit from work influences access to children's education. As well as a lack of awareness of available educational facilities and unwillingness of children affects access to children's education.

In the observed pattern, the following factors that influences children’s educational accessibility are observed from the case study and results section. They are: Working hour, Financial Benefit, Influence of physical unfitness, Environmental influence, financial unaffordability, shifting from rural to urban area, Lack of awareness of educational facilities and Unwillingness of children (Figure 1).

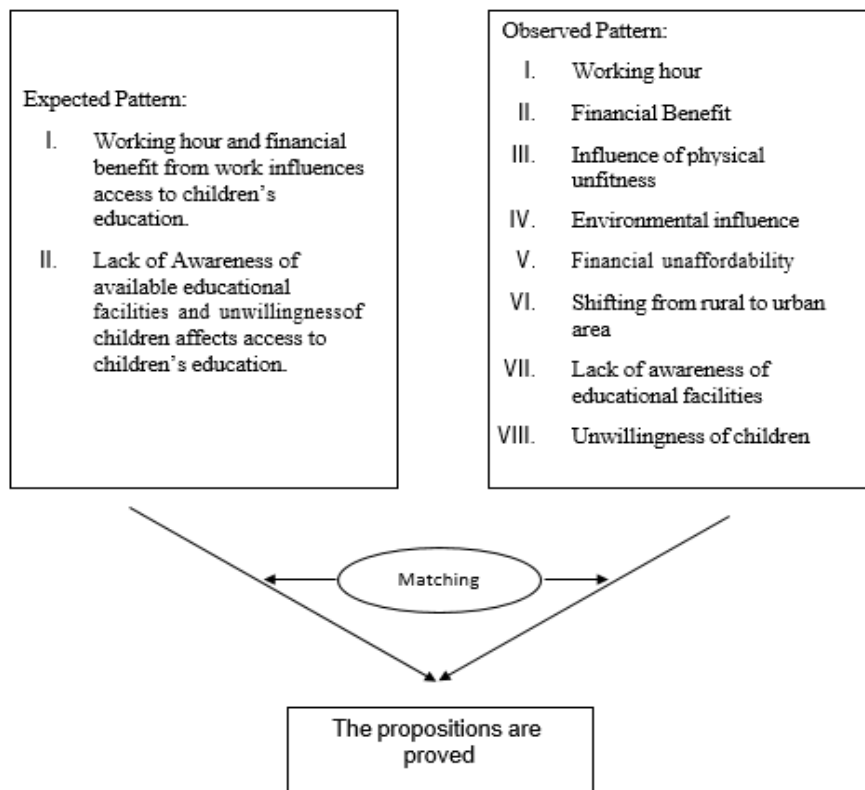


Figure 1.

Pattern matching

Source: Findings on the worst forms of child labor (created and modified by the author)

Earning money increases love and affection for children within families, but it also causes additional costs and mental pressure, leading to a decrease in the rate of education in child labor. Environmental influences, such as parentless children living alone on the roadside or under group leaders, also contribute to this decrease. Child laborers often shift to urban areas due to unavailability of work in their village, which limits access to education and support for education. Many children engage in child labor due to ignorance of education and the risks and hazards of their parents’ actions.

Currently, the government and voluntary associations provide support to rehabilitate working children, but many children are unaware of these schemes and scholarships. If they are aware, they will take advantage of these opportunities, further decreasing the rate of education in child labor. Therefore, it is crucial for governments and voluntary associations to educate children about the importance of education and support for child labor prevention.

Conclusion

Education is a critical component of any successful campaign to end child labor. Unfortunately, research has shown that child work disrupts access to schooling. As a result, most youngsters who labor physically do not have adequate opportunities to improve their lives via education. There are several interrelated explanations for child labor. No one element can entirely account for its persistence and, in some circumstances, increase. The interaction of many causes at various stages eventually decides whether or not a kid becomes a child laborer.

Children's participation in the labor force is endlessly varied and infinitely volatile, responding to changing market and social conditions. This context is matched by the flexibility of the large, unprotected, potential child labor force. Poverty and social exclusion, labor mobility, discrimination and lack of adequate social protection and educational opportunity all come into play in influencing child labor outcomes. This study clears the points influencing the accessibility to education which are the impact of child labor. Findings show that, working condition along with working hours, immediate benefit from the physical work, environmental ambiance etc. Those are responsible for access inability to education for the child labor.

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