

RIGHT TO EDUCATION AND THE MARGINALIZED CHILDREN: AN ANALYSIS OF CHILD LABOUR

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ABSTRACT-The main objective of the study was to analyses the right of education and marginalized children in the context of child labour problem in Pakistan. For this purpose, a questionnaire was developed to collect data from sampling population in Multan and Khanewal Districts. Convenience sampling method was used in this study. The sample include 200 children, 100 community members and 100 teachers. Mean standard deviation, Z-test to measure the improvement of the enrolment of labouring children in schools. Our results show that children working in informal sector have no power to participate in decision making about their future life. They just to earn for themselves and family through working in informal sector.

Key words: Child labour, pedagogical strategies, right of education.

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1. INTRODUCTION

The history of human progress, prosperity and advancement is actually history of human education; all the nations of the world faced the down and fall due to education. So, education plays a significant role in the lives of nations and the progress, prosperity and advancement of nations depends upon literary level of that very nation. In Pakistan a large portion of its population is deprived of education. Due to economic pressures a main segment of young and children are busy n labor work. A significant mass of children is engaged in child labor. Government has introduced divergent initiatives to reduce the child labor but child labor is increasing with every passing day. In spite of formulation of the multi-dimensional, rules and regulations, and implantation of divergent polices by government, Pakistan stands in the top list of those countries where poverty is higher while literacy is lower.

Pakistan is a developing country and most of the families face financial problems for their survival. Consequently, the poor families are forced to deprive their children of their basic rights as they force the children to work for money in the early age. In majority of the cases conditions for children are unsafe. In Pakistan a good proportion of the child labors work for 56 hours or more per week and around 7 percent of child labors suffer from illness or injuries during their work.

Child labor is a worldwide problem; however, it is prevailing in the different countries of the world with different magnitude. But still quite alarming especially in the Asian developing countries, Latin America and Africa. The darkest point is that the guardians or the parents of these laboring children are quite unaware of the damaging result of this labor and send their children by force to work. These children, become deprived of their education, incoming and even proper vocational training. Still the children too, do not have any idea of their sights. They are usually exploited,

are paid less and face mal-nutrition. According to ILO (2009), child labors are that most unheard and marginalized sector of society.

1.2 Statement of the Problem

The research problem was “Right to education and the marginalized children: An analysis of Child Labor”.

1.3 Objectives of the study

The objectives of the study are stated in the following:

1. To identify the efforts of government to bring Child Labors to schools
2. To find out impact of Child Labor upon the enrollment of children in schools
3. To explore the factors which contribute to Child Labor
4. To investigate the role of society in bringing the Child Labors to schools
5. To work out a strategy to eliminate Child Labor and bring Child Labors to schools

1.4 Research Questions

The study was conducted to find out answers of these research questions:

1. What are the government’s initiatives to bring Child Labors to schools?
2. How does the Child Labor effect upon enrollment of children in schools?
3. What are the factors which contribute to Child Labor?
4. How is society trying to bringing the Child Labors to schools?
5. Can there be a practicable strategy to eliminate Child Labor and bring Child Labors to schools?

1.5 Delimitations of study

The study will be delimited to Tehsil Jahnian of Khanewal district.

2.LITERATURE REVIEW

A literature review aims to evaluate the main points of view of the current information, with a critical outcome of the theory of ideological and methodology as well as important results. Literature review helps the researcher as well as to the

readers in understanding the true nature of the problem and the level of information available related to the concerned topic.

According to Awan, (2014), one fifth population of the world consisting upon south Asian countries and tragically two fifth of the world poor reside here. More pathetically 150 million are children among them 50 million primary and 100 million secondary school ages. Human development index rank, these countries between 134 and 159 except Seri-Lanka which is ranked at 89, Pakistan stands at 134. According to UNDP ILO (1992), but of this population, the numbers of individuals who come under child labor umbrella, 44 million belong to India only, in Pakistan their no is 8 million and almost the same in Bangladesh. It is important to know that the constitution of these countries restricts child labor, there especially working in factories and hazardous occupation. These countries have not rectified the ILO 138, however they have restricted the labor to a minimum age, and however these countries have rectified the CKC 1989 by the convention of United Nations. They south Asian countries are working on this menace under SARAC. It had promised to eliminate at least hazardous labor by the end of year 2010, although not fully successful but it has emerged as a main part of policy making.

"Economic activity" is a broad interest in which the most productive activities of children are included, whether market or not, paid or non-paid, a few hours or full time, comfortable or regular basis. To be economically active, a child must work for at least an hour of any day during a seven-day reference period (ILO, 2006a). "Economically active children" is a figure instead of legal thinking. Currently, the ILO estimates that there are approximately 317 million children in the world who are "economically active" (ILO, 2006a, 2006b).

There are various factors responsible for child labor including poverty, unemployment, unemployment, culture, big household size, broken marriage and

various researchers. Poverty is a multi-dimensional event threatened by the risks like inadequate income, health, nutrition, education, selection and sound, opportunities, and low purchasing power, and inadequate access, Isabbi, (2003). The National Human Development Report essentially sees it essentially as long-term deprivation of non-material properties of and the essential material properties that are considered necessary for decent life. (NHDR 2008-2009).

Poverty in the rural areas increased rapidly in the 1990s and the difference between country's urban and rural areas became more important. Historically poverty trends in Pakistan are less in rural areas and urban areas. This trend has been attributed to the incredible impact of economic events in the rural areas. ILO, give (2006a) Estimates of poor household nutrition are 47 to 67%, while analyzing the risk of finding. Family groups are likely to be poor and will remain poor in the near future. It has estimated that a one third (24-34%) population is weaker due to low-level resources, which is concentrated in rural areas. People face the risk of low level of education and skill and they are not less than 14 years of age, neither protective nor in school.

Pakistan is a rural agricultural society, mainly with revenue of \$ 1085. On the one hand, there is a big difference between the upper and lower class society (Force Survey 2006-07). Low income levels and non-equality of income are key factors of poverty; resulting in economic development is not divided into all parts. Out of 40 million people living below the poverty line, 30 million live in rural areas.

Poverty has been acknowledged for the delivery of child labor, there are number of evidences available to show the negative effect of GDP per year on child Balland and Robinson (2000) considered a child as an instrument that offers resources for the future. In addition, Baloch and Eal (2002) found a link between the child labor

and poverty of the child. Grantate and Canberge (1995) conclude that distribution of proper income is the most appropriate way to reduce child labor.

Founder of the modern economy, Adam Smith sees the people's acquired and useful skills (education and skill) as the acquisition of the capital of the nation ILO (2006a 2006b). The human capital consists of knowledge, abilities and behavior and other capabilities that can take part in the production. In this way, in the human capital, acquiring knowledge of formal or informal education, skills and work through knowledge, this experiences high income of experienced professionals. This is an important source of breaking the poverty network in the future.

3.RESEARCH METHODOLOGY

The objectives of the study were to explore (a) efforts of government to bring Child Labors to schools, (b) impact of Child Labor upon the enrollment of children in schools, (c) the factors which contribute to Child Labor, (d) the role of society in bringing the Child Labors to schools, (e) strategies to eliminate Child Labor and bring Child Labor to schools. Following methodology was adopted to achieve the objectives of study.

3.1 Population

The population of present study consisted of all Child Labors of age 7-14, school teachers, and prominent members of locality of district Khanewal.

3.2 Sample of the study

The sample of study included:

- .200 Child Labors
- 100 school heads
- 100 prominent members of locality

3.3 Sampling technique

The population of study consisted of respondents scattered throughout the area. Therefore, convenient sampling method was employed to select the child labors for sample of the study. However, the equal representation of child labors from urban and rural areas was ensured. Moreover, the community members and the school heads were selected from the areas from where the child labors belonged.

3.4 Instrument for Data-Collection

The data from Child labors were collected through self-developed semi structured interview. Data from school teachers and community member were gathered through self-developed questionnaire.

3.5 Development of the Research Instrument

First of all, a thorough review of relevant literature was conducted to find out the factors responsible for the child labour. On the basis of this review and the objective of the study, the research instruments were developed. The interview schedule for child labours consisted of 21 questions and questionnaire for head teachers and community members consisted of 27 questions.

3.6 Reliability of research instruments

For ensuring validity, the interview schedule was pilot-tested on 15 child labours and the questionnaire was pilot-tested on five head teachers and community members each. Moreover, experts' opinion was also sought. The data collection instruments were improved in the light of pilot-testing and suggestions by the experts. Cronbach Alpha was applied to check the reliability of data.

3.7 Data Collection

The researchers conducted interview of the child labors herself with the help of one friend who possessed M.Phil. (Edu) degree. After conducting the interview,

the head teachers and the community members of the concerned area were contacted for administering the questionnaire. The researcher administered the questionnaire personally to the head teachers and community members. However, the help of friends, research fellows was also taken for the collection of data.

3.8 Analytical Technique

The information gathered was arranged and tabulated. For the quantification of data gather on Likert’s scale shown in Table 1.

Table 1 Likert Scale criteria

Response	Strongly Agree [SA]	Agree [A]	Undecided [UD]	Disagree [DA]	Strongly Disagree [SDA]
Allotted value for Quantification	5	4	3	2	1

MS-Excel software was used for calculation. Simple formulae were applied to find out the percentage and average score. The analyst checked the information for any blunder or anomalous entries. After information examination, the data were tabulated, statistically analyzed.

4. DATA ANALYSIS

As our research tool comprised 27 questions, covering all factors relating value child labour. In this statement analysis each statement was analysed, individually, on the basis of frequency counts, percentages and mean scores. Data were presented in tabular form and the findings of each statement are given at the end of each statement. The statement wise analysis has been given below.

1. About 64% of the teachers were agreed while 27% were disagreed. The Average score was 3.83. Community Members 51% of were agreed while 28% were disagreed. The Average score was 3.58. Shows that legal status of child labor majority is agreed.
2. 78% teacher was agreed, while 11% were disagreed. The Average score 4.20. Community Members 51% was agreed, while 26% disagreed. The Average score 3.48. Shows that Government has introduced initiatives/programs to discourage child labor majority are agreed.
3. About 69% teacher was agreed, while 26% were disagreed. The Average score 3.73. Community Member 62% was agreed, while 24% were disagreed. The Average score 68. Shows that educational activities introduced by Government majority are agreed.
4. About 66% teacher were in favor while, 17% were disagreed. The Average score was 3.89. Community members 62% are agreed while, 32% were disagreed. The Average score was 3.55. Shows that livelihood programs have been introduced, majority is agreed.
5. About 89% of teachers were agreed, while 09% were disagreed. The Average score 4.35. Community Members 70% was agreed, while 09% were disagreed. The Average score 3.98. This showed that free literacy programs have been introduced, majority are agreed with statement.
6. About 78% teacher was agreed, while 11% disagreed. The Average score 4.21. Community Members 80% was agreed, while 11% disagreed. The Average score 4.07. This shows that Government are providing free tuition / coaching mostly are agreed.
7. About 71% teacher was agreed, while 18% were disagreed. The Average score 4.00, Community Members 58% were agreed, while 35% were disagreed. The

Average score 3.44. Showed that Government is providing free books to school enrollment majority are agreed.

8. About 64% teacher was in favor, while 14% were disagreed. The Average score was 3.8. Community Members 62% were in favor, while 21% were against. The Average score was 3.7. While showed transport facilities to encourage the children majority are agreed.

9. About 92% teacher was agreed, while 03% disagreed. The Average score 4.55. Community Members 78% was agreed, while 05% disagreed. The Average score 4.32. This shows that safe educational environment majority are agreed with the statement.

10. About 74% teachers were agreed while, 20% disagreed. The Average score 4.02, Community Members 81% were agreed while, 10% disagreed. The Average score 4.35. This shows that educational incentives to students or parent's majority were agreed.

11. About 78% respondent was agreed, while 07% disagreed. The Average score 4.36. Community Members 73% respondent was agreed, while 16% disagreed. The Average score 4.1. Shows that school timings are suitable for child laborer majority were agreed.

12. About 95% teacher was agreed, while 03% disagreed. The Average score 4.58. Community Members 45% were in agreed, while 28% disagreed. The Average score 3.36. Shows that Government has introduced special schools for child laborers' agreed with the statement.

13. About 68% teacher was in favor, while 29% were disagreed. The Average score was 3.61. Community Members 55% were agreed, while 14% were disagreed. The Average score was 3.78. While showed that supportive education environment majority were agreed.

14. About 66% teacher was in favor, while 15% were disagreed. The Average score was 3.88. Community Members 68% were agreed, while 19% were disagreed. The Average score was 3.98. Which shows that enrollment of children majority was agreed.

15. About 58% teacher was in favor, while 29% were disagreed. The Average score was 3.73%. 72% community member was agreed, while 15% were disagreed. The Average score was 4.04. While showed educational and earning environment majority were agreed.

16. About 72% respondent was agreed, while 19% disagreed. The Average score 3.93. 79% community members were agreed, while 10% disagreed. The Average score 4.24. Shows that poor family cause's child labor majority were agreed.

17. About 65% teacher was in favor, while 12% disagreed. The Average score was 3.94. Community Members 89% were agreed, while 04% were disagreed. The Average score was 4.51. Which shows that poor people do more child labor majority was agreed.

18. About 68% teacher was agreed, while 10% were disagreed. The Average score was 3.94. Community Members 86% was agreed, while 05% were disagreed. The Average score was 4.56. That showed of family's priorities lead to child labor majority were agreed.

19. About 59% teacher was agreed, while 28% disagreed. The Average score was 3.54. Community Members 83% was agreed, while 05% were disagreed. The Average score was 4.49. That showed of society is supporting educational institutions majority were agreed.

20. About 80% respondent was agreed, while 15% disagreed. The Average score 4.1. Community Members 70% was agreed, while 13% disagreed. The Average score 3.96. Shows that facilitated for free education majority were agreed.

21. About 77% respondent was agreed, while 15% disagreed. The Average score 4.17. Community Members 76% was agreed, while 17% disagreed. The Average score 4. Shows that awareness to parents or children education majority was agreed.

22. About 50% teachers were agreed, while 13% in disagreed. The Average score 3.09. Community Members 68% was agreed, while 15% disagreed. The Average score 3.85. Shows that free education can eliminate child labor majority were agreed.

23. About 85% teacher was agreed, while 04% disagrees. The Average score 4.46. 70% community member was agreed, while 09% disagreed. The Average score 3.91. This shows that scholarships can discourage child labor majority agreed.

24. About 68% teacher was agreed, while 13% disagreed. The Average score was 3.95. Community Members 70% were agreed, while 16% disagreed. The Average score was 3.84. That showed of part time free education majority of agreed.

25. About 94% teacher was agreed, while 04% disagreed. The Average score 4.6. Community Members 81% was agreed, while 15% disagreed. The Average score 4.27. Shows that economic incentives majority were agreed.

25. About 82% teacher was agreed, while 10% disagreed. The Average score 4.28. 78% community member was agreed, while 10% disagreed. The Average score 4.22. This shows that strict rules against child labor majority were agreed.

26. About 76% teacher was agreed, while 10% disagreed. The Average score was 4.14. Community Members 79% were agreed, while 18% disagreed. The Average score was 4.21. That showed of vocational training helped to eliminate the child labor majority were agreed.

5.FINDINGS (Child Labor)

► About 85% of child labor parents are uneducated while 15% were educated. The main score shows that child labor head of family members un-educated.

- ▶ About 85% are earning between per month low. The main score shows that child labor families economic condition shows that earning condition are much poor.
- ▶ About 42% family member 11-12 and 38.5% family member 9-10, while 19.5% family member 7-8. The main score shows that respondent have a numbers of family member.
- ▶ 44% mother motivates, and 34.5% father motivated, while 21% other person. The main score shows mother and father are motivated child labor.
- ▶ Around 43.5% worked for basic need and 28% worked for health issue, while 28.5% related other issues. The main score shows child labors belong to poor families and earning condition much low.
- ▶ About 51.5% child labor disagreed, while 48.5% child labors are agreed. This table shows that any school near your home child labor disagreed with the statement.
- ▶ Around 50.5% child labors are much distance 5km-10km home and school, while 49.5% above 15km. The table shows that child labors are disagreed with the statement.
- ▶ About 56.5% showed willingness for going school, while 43.5% feel inferiority and proud. Shows that child labors belong to poor families and not meet our wishes.
- ▶ About 73.5% wished study, while 26.5% are no interest. It means child labors have interest for school education. 78.5% knows benefits of education, while 21.5% no interest. Shows that child labor knows the advantage of school education.
- ▶ Around 61.5% child labor knows free education, while 38.5% have no information. Shows that child labors know the free education. 55.5% child labor agreed people contact us, while 44.5% are disagreed.
- ▶ As many as 70.5% child labor was agreed nobody financially helped for education, while 29.5% were helped.

- ▶ About 64.5% Child labor were agreed, while 35.5% were disagreed. The result shows that majority of child labor agreed boss where child work helped for reading and writing.
- ▶ 85% child workers were disagreed, while 15% agreed. This is shows that child labors have no interest in education and job together.
- ▶ Around 76.5% child labor friends not going school, while 23.5% are going school. Shows that majority of child labor not going school.
- ▶ About 79.5% were friends not ask to go school, while 20.5% are ask to school. Shows that majority of child labor disagreed.
- ▶ Around 67% child labor parents demand to earn money, while 33% no demand. That showed child labor majority of parents engage to earn money. 72% child labor family members earn money, while 28% no interest. Those child labor family members earn money to improve economic.
- ▶ About 81.5% child labor interest school education on Govt expenses, while 18.5% are disagreed. That most of child labor agreed. 81.5% child labor was agreed, while 18.5% are disagreed. That change the school timing child labor is agreed.

6. DISCUSSIONS

Child Labour began to be considered a human rights issue and became an issue of public dispute, when the foundation of universal schooling was laid. Historically the transformation came with the industrial revolution and the emergence of concepts like children's rights and worker's right's. The issue of child labour is seen all over the world in some form or the other. All types of work either domestic or out of the home boundaries are included. It excludes different jobs in factories, in agricultural field, in business, in selling and purchasing, in mining, and even working with their parents. In some industries children are forced to do repetitive and tedious work like weaving carpets, assembling boxes, polishing shoes, cleaning and arranging

shops goods and children worked at different places. It is seen that children are found working more in the informal sectors compared to factories and commercial registered organizations. Little children are often seen selling in the streets or working quietly on domestic chores within the high walls of homes hidden away from the eyes of the media and labour inspectors.

The decision making of parents have negative effects upon children schooling and labouring. The way which can affect this decision making is, only through increasing. The finance of the parents, if the financial condition of parents, is boosted somehow, by adding them directly or preparing that way towards it. It directly decreases the child labour and increase the child education. The no of adult employed in any area result in the lower level of child labour, but if the wages increase and adult are employed the children are more in work place sector then in school. However, in the information work sector, there remained a high demand of children as employees, due to learning importuned by law, the high proportion is affected. Poorest compels parents to send their children for work that leaves very bad imprints on the future of the labouring children and their families. The worst part is these children are bound to working but are paid nothing. Their condition is only supportive to their parents. Therefore, they are not paid directly. They remain deprived of health facilities as well. To conclude, along with parents and teachers, community and society should also play their significant role in changing the fate of children, labouring in serious job places.

The phenomena of child labour are more existence in third world countries and it effects in various types of social and economic fibres. This menace is more rampant in those poor countries where there is no system for the helping of poor exists. However, expect of many NGOs is listed among those countries where child labour is on increase up to the critical point. Millions of children are suffering under

the critical condition, but the civil society, and even teachers class are not taking any step for its solution. Generally, people employ these children while doing help and favouring them by providing working opportunity, because they think, they are serving these children and their families from hanger and starvation; but in reality being more vulnerable, children provide them cheap labour so that they can keep them stable in the fluctuating market. They can easily be exploited and do not do demands. As a whole the society has accepted its part making it a fashion here, resultantly it had hindered child's health, education, character and progress.

Children are working in different sectors due to poverty and lack of education. Their parents are also not concerned with their basic rights; they just want their children in earning condition for basic necessities of life. This situation is verse in Pakistan also. This study shows that children having no education, unaware of their life charms with no developing thoughts are working even at low wages for life. They are forced to earn to run the economic circle of their family. They are no time to enjoy, having no gossips with friends nor any recreational activities but just only work. The experiences at workplace disturbed their behavior at home. Children are satisfied with their work even having low wages and not getting education. Children had no time for recreational activities, they have few time for their family and friends. Due to low wages children expected tip from clients and be happy after having tip. The client behavior affected children behavior at home. Children had full religious freedom to perform religious activities.

And the darker side is, there hare nares been taken any steps in the education all policies. However, in the present educational policy, Govt. is honoring awards to those heads of schools, which maintain and increase strength of the students. Although it has minimized, but not eradicated this phenomenon. Community as whole

does not understand the truth behind, this suffering of working children, therefore the step for solution does not seem very effective.

The result of the study showed that the short term child labour have a reality slow effects, although this study was taken into the easy type of child labour, in the Khanewal. It gave a very important out-come that the child labour can be reduce, and the children can be put in to the getting education but only if they are supplied economic assistance

7. CONCLUSIONS

From over all study of the research, it is concluded that the child labor is at great extent in Pakistan. Children are working in different fields to earn for basic necessities of life. Their social life is limited and their behavior is greatly affected by clients, workplace experiences and their household disturbance. Child laborers are unable to make decision for their own life not for their family members. Majority of child laborers have no time for their family life. Their parents are uneducated. Their economic condition low and also not concerned with their basic rights; they just want their children in earning condition for basic necessities of life. Children looking school going children feel inferiority and complex. This situation is verse in Pakistan also. This study shows that children having no education, unaware of their life charms with no developing thoughts are working even at low wages for life. They are just forced to work and earn. From the present study it is concluded easily that work done by children greatly effects their social life, their social and personality development is in better condition due to work. They have no information Govt. free education. Their behavior and attitude is disturbed by their work. The future of any nation depends upon the healthier upbringing of its Youngers. In this regard along with the policy making on the Governmental side, the best role would be played by a healthy attitude of community and active participation of the teachers.

Teachers and Community members agreed, children were not involved in decision making whether they were participating in economic activities. All children were not aware of their basic rights. The families of majority of child labourers had very low income that forced children to be labourer. Teachers and community members helped with child labour for reading and writing. Poor family background causes of child labour and family priorities to demand the labour. Society helped the poor people at low level. Govt. provides free education and incentives but parents had no concern with child's education. Parents were happy and willing to send their children for labour instead of education. Head of Family member mother and father engage to earn money for basic need of life. Parents have no awareness for children education.

Children had full religious freedom to perform religious activities. Community as whole has accepted child labour as it part and parcel. The employed class is more satisfied with the employment of children in place of hiring elders, due being easily controlled, and therefore the society and community is more prone towards child labour instead of diminishing it. The role of educational system and teachers, can has not been very active and effective, however, with the awareness of teachers' class, the fate of working children could be battered.

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