Abstract

The issues of child labour have gained prominence since the 1980's, the problem arose when children, many below the age of 10, were employed by factories and mines. The children were forced to work long hours under dangerous and unhealthy conditions, and their wages were very small. Child workers were often deprived of the chance to attend school. Child labour is most prevalent in the developing countries. The problems of child labour are acute in many of the developing countries. Many millions of these children work in occupations and industries which are dangerous, hazardous and exploitative. Experience shows that a combination of economic growth, respect for labour standards, universal education and social protection, together with a better understanding of the needs and rights of children, can bring about a significant reduction in child labour. Child labour is a stubborn problem that, even if overcome in certain places or sectors, will seek out opportunities to reappear in new and often unanticipated ways. In many societies teachers are looked upon as the individuals who can help to bring about positive changes in the lives of people. They are seen as natural leaders who can give advice on various affairs of the communities. Within the context of their direct interaction with children, parents and communities, teachers and educators could play several major roles in the prevention and elimination of child labour. Hence we can say that education transforms lives and breaks the cycle of poverty that traps so many are children. In this paper an attempt has been made to show the relationship between child labour and education. With the renewed interest in child labour as an economic and social problem, attempt has been made to assess its linkages to the human capital, hoping to solve continuing riddles in development policy and improve the quality of life for the world's poorest and most disadvantaged inhabitants.
1. Introduction
The term “child labour” refers to situations where “children are compelled to work on a regular basis to earn a living for themselves and their families and, as a result, are disadvantaged educationally and socially”. It also applies to situations where “children work in conditions that are exploitative and damaging to their health and to their physical and mental development; where children are separated from their families often deprived of educational training opportunities; and where children are forced to lead prematurely adult lives.” (ILO-IPEC). Not all child work is child labour according to the preceding definition. The specific work situation and its consequences on the child worker are the defining elements of child labour. This poses problems for measurement since regularly collected household data on labour market activity do not generally provide information about work conditions, let alone the consequences of work. The measurement problem is more acute in the case where the activity is hidden or is considered illegal. A prior problem, of course, is defining the term “child”, and what constitutes “exploitative” work, since both terms may carry different meanings across cultures and societies. This makes cross-country comparisons problematic. It also exposes the inadequacy of sweeping proposals that call for a ban on child labour as a way of solving the problem. Child labour has been an international concern because it damages, spoils and destroys the future of children. The problem of child labour is a serious matter not only in India but also in other developing countries. It is a great social problem. Children are the hope and future of a nation. Yet, there are millions deprived children in our country who have never known a normal, carefree childhood.

The children of today are the future of tomorrow; this powerful statement assumes special significance in our context as children (14 years) comprise one third of the total population in the country. Every child, on provision of a conducive and an enabling environment, may blossom into an ever fragrant flower, to shine in all spheres of life. This reminds us of the enormous responsibility that we have to mould and shape their present conditions in the best possible way. In any case half of the children are wasting their time, while a significant fraction of them are breaking backs to earn a meagre living. Making the nation ultimately pay the price for its negligence of children. Child labour persists even where it has been declared illegal, and is frequently surrounded by a wall of silence, indifference and apathy. The response to the problem must be as versatile and adaptable as child labour itself. Child labour elimination and poverty reduction through economic and social development go hand in hand. Though eradication of child labour has been recommended in various situations, it has been increasing at an alarming rate throughout the world. The problem of child labour is insignificant when compared with the problems in the developed countries. The near absence of child labour in the developed countries has resulted in excluding children below 14 years of age from the labour force. Child labour is often thought of as endemic to the underdeveloped parts of the world. But the sad truth is that no country is immune. There are 2.5 million working children in the developed countries and another 2.5 million working in India is one of the worst affected countries. Conservative estimates peg the number of child workers at 20 million. For a country with aspirations of being seated at the high table of global economic powers, this is one problem that cannot be swept under the carpet.

2. History Of Child Labour
- Industrial Revolution:
During the Industrial Revolution, children as young as four were employed for productive factories with dangerous, and often fatal, working conditions. Based on this understanding of the use of
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children as labourers, it is now considered by wealthy countries to be a human rights violation and is outlawed, while some poorer countries may allow or tolerate child labour. Child labour can also be defined as the full time employment of children who are under a minimum legal age.

- Early 20th century:
In the early 20th century, thousands of boys were employed in glass making industries. Glass making was a dangerous and tough job especially without the current technologies. The process of making Glass includes intense heat to melt glass (3133°F). When the boys are at work, they are exposed to this heat. This could cause eye trouble, lung ailments, heat exhaustion, cut, and burns. Since workers were paid by the piece, they had to work productively for hours without a break. Since furnaces had to be constantly burning, there were night shift from 5pm to 3.00 am. Many factory owners preferred boys under 16 years of age. Children as young as there were put to work. A high number of children also worked as prostitutes. Many children also worked 16 hours days. As early as 1802 and 1819 Factory Acts were passed to regulate the working hours of workhouse children in factories and cotton mills to 12 hours per day. These acts were largely ineffective and after radical agitation by for example the “Short Time committees” in 1831, a Royal Commission recommended in 1833 that children aged 11-18 should work a maximum of 12 hours per day, children aged 9-11 a maximum of eight hours, and children under the age of nine were no longer permitted to work. This act however only applied to the textile industry, and further agitation led to another act 1847 limiting both adults and children to 10-hour working days.

- 21st Century:
Child labour is still common in many part of the world. Estimate for child labour vary. It ranges between 250 to 304 million; if children aged 5-17 involved in any economic activity are counted. If light occasional cork is excluded, ILO estimates there were 153 million child labourers aged5-14 worldwide in 2008. This is about 20 million less than ILO estimate for child labourers in 2004. Some 60 percent of the child about was involved in agricultural activities such as farming, dairy, fisheries and forestry. Another 25 percent of child labourers were in service activities such as retail, hawking goods, restaurants, load and transfer of goods, storage, picking and recycling trash, polishing shoes, domestic help, and other services. The remaining 15 percent labored in assembly and manufacturing in informal economy, home based enterprises, factories, mines packaging salt, operating machinery, and such operations. Two out of three child workers work alongside their parents, in unpaid family guides for tourists, sometimes combined with bringing in business for shops and restaurants.

3. Causes of Child Labour
The causes of child labour are numerous and varied. No single factor alone is responsible for the social problem. The various causes of the child labour are all intrinsically interrelated. Some of the causes of the child labour are: (i) Poverty; (ii) Increased profits; (iii) Easily amenable; (iv) Lack of educational facilities; (v) Illiteracy and ignorance of parents; (vi) Laxity in enforcement of protection labour legislation; (vii) Un-organised nature of job. Poverty is the main reason for child labour in India. The children contribute significantly to the household income. It is estimated that they contribute up to 20 - 25 per cent of the family income. It is obvious that the survival of certain families depends on the children's earnings. Poor households that are in need of money, substitute their children to earn the money. The reason for which children are hired for labour is because of their low wage cost and their great work in return. They are also less organized unlike the regular
work force. Since the beginning of the 1990s the issues of child labour have gained significant attention of social scientists. The issues have also become the cause of concern for many development economists. Three factors are contributing to this development. First, a general realization that the exploitation of child labour has become more serious and could well continue to do so in several parts of the world as economic conditions deteriorate and hamper social development, especially in the areas concerning employment and education. Secondly, an increasingly worrying concern that by employing children at an age and in conditions that do not conform to universally accepted standards, some countries try to gain a comparative advantage in international trade over those that are more strict about applying such standards. Finally, a strong public opinion on issues concerning human rights, particularly those of the children, have generated the realization that the issues of child labour are not specific to any geographical boundaries confined to national sovereign rights as they are considered global issues. The growth of the service sector with an increase in the demand for more flexible and part-time workers have contributed to the expansion of child labour market in the developed countries. Unlike the developed countries, where the use of child labour is random, the use of child labour is a widespread phenomenon in many developing countries. However, with the rapid urbanization of most developing countries, the demand for the use of child labour has also been steadily increasing. The children, in the developing countries, are also employed in export industries, such as textiles, clothing, carpets and footwear. Participation rates of children in economic activity are much higher in rural areas than in urban centres.

Other Factors Include:

- Barriers of education- Basic education are not free in all countries and are not always available for all children, especially in remote rural areas. Where schools are available, the quality of education can be poor and the content not relevant. In situations where education is not affordable or parents see no value in education, children are sent to work, rather than to school.

- Culture and tradition- with few opportunities open to children with more education, parents are likely to share a cultural norm in which labour is seen as the most productive use of child’s time. Children are often expected to follow in their parent’s footsteps and are frequently summoned to “help” other members of the family.

- Market demand- child labour is not accidental. Employers may prefer to hire children because they are “cheaper” than their adult counterparts, can be dispensed of easily if labour demands fluctuate and also form a docile, obedient work force that will not seek to organize itself for protection and support.

- The effects of income shocks on households- households that donot have the means to deal with income shocks, such as natural disasters, economic or agricultural crises or the impact of HIV, AIDS, may resort to child labour as a coping mechanism . For example millions of children have been affected by the HIV pandemic. Many children live with HIV, while even larger number have been orphaned or made vulnerable by AIDS, If a parent fall ill due to HIV or AIDS related illness, the child may have to drop out of school to care for family members . the phenomenon of child –headed households is also associated with the HIV or AIDS epidemic as orphaned children work to care for younger siblings.
Childhood is a critical time for safe and healthy human development because children are still growing they have special characteristics and needs, in terms of physical, cognitive (thought/learning and behavioral development and growth, that must be taken into consideration. Child labourers are at a high risk of illness, injury and even death due to a wide welfare/hygiene and psychosocial hazards, as well as from long hours of work and poor living conditions. The work hazards and risks that affect adult workers can affect child labourers’ even more strongly. For example, physical strain, especially when combined with repetitive movements, on growing bones and joints can cause stunting spinal injury and other life-long deformation and disabilities. Children often also suffer psychological damage from working and living in an environment where they are denigrated, harassed or experience violence and abuse. in addition, child labour has a profound effect on a child’s future . Denied the right to a quality education, as adults they have little chance of obtain a decent job and escaping the cycle of poverty and exploitation.

“No to child labour is out stance. Yet 215 million are in child labour as a matter of survival. A world without child labour is possible with the right priorities and policies: quality education, opportunities for young people, decent work for parents, a basic social protection floor for all. Driven by conscience, let’s muster the courage and conviction to act in solidarity ad ensures every child’s right to his or her childhood. It brings reward’s for all”
(Juan somania, ILO Director- General)

4. How Does Child Labour Effect Society?
In order to overcome our daily living needs we need to work and earn according to individual capacities. In a healthy society individual perform their role according to their age, capabilities and health condition. In contradiction to this, many of the children are deprived of their basic right of freedom and education and they are compelled to start work in a very early age. They are paid very less so they start to work long hours in order to full fill their needs. This causes compromise in normal physiology. So it starts to affect every aspect of life from health, education and off course the socioeconomic status, thus automatically affecting the family and the whole society. According to Freedman (1998), "Child labour is……Work done by kids full-time under the age of 15, Work that prevents kids from attending school, such as unlimited or unrestricted domestic work. Work that is dangerous for kids and that is hazardous to their physical, mental or emotional health". There are number of children who are engaged in different kind of labours. According to International Labour Organization (2009), in Pakistan there are 40 million children age between 5- 14 years and among them 3.3 million children are engaged in labour. Least concerned parents, illiteracy and unawareness these are all directly linked to educational level of the society. Uneducated parents do not understand the value of education and have no priority for it. Without knowing the consequences they encourage their children to engage in labour and quit education which hinders the society growth by providing less educated people. Thus people become resistant to change and there is no advancement in the field which they are working. In this way the country is deprived of their human power. Parent's education also counts when it comes to speak for their right and they can identify that if their child is being misused by the employer or the child is getting in to unhealthy habits.

Child labour does affect the whole society in every aspect. Making the law is the not the solution to overcome it. The law should be practical enough so that it can be practiced. It has to have a check and balance also, to make sure its applicability. Strict action should be taken against them who misuse child by providing very less incentives and unhealthy work place. They underlying
cause should be identified first so that alternative arrangement could be done. E.g. what if the child is the only earning member of the family, if he is stop by doing work the remaining whole family suffer from it. Since it is not an overnight process it can be reduced by using the accommodation and negotiation according to the situation.

- **Child Labour, State and Education**

Three features of child labour in India are especially striking. Firstly child labour in India is not the product of large-scale capitalist industrialization. In 19th century England and the United States the children were employed to work in large factories. However in India the children are predominantly in the small-scale sectors and agriculture. The child labour in India is considered to assume the dualistic role. While they take up the traditional role of the child as a worker for a family as a source of family income, they are also promoted by the State as a means of strengthening the small-scale sector. Secondly, most child workers in India are illiterate. In 19th century England and the United States, child workers were able to read and write since they were generally in school for six to nine years, the years of compulsory schooling. But in India, most child workers never attend school. Even if they attend they drop out before completing four years of schooling, the minimum needed to acquire literacy. Thirdly, children in India work at all ages. One can see a very small children like three year old child assist her older sister who would be again a child of some eight or nine years of age to stack match boxes in a cottage industry workshop in South Indian town of Sivakasi, where an estimated 50,000 children, mostly girls', are employed. Young children work alongside their parents in tea plantations, picking the leaves to add to their mother's basket. Since school is not compulsory for any age group in India there are no restrictions as to when children can enter the labour force.

- **Child Labour and Compulsory Education**

Among the greatest ideas that have transformed the India, the idea that education as an instrument of social mobility in India was accepted by several Indian officials serving in India. They argued for introducing compulsory education but the proposal was never seriously considered. Though the role of education in individual freedom was highly appreciated, nothing had been done to make education compulsory. The international experience with policies to end child labour suggests the making of education compulsory. There is one important generalization that can be drawn from the experiences of both developed and developing countries. Everywhere, the establishment of compulsory education was a necessary condition for the reduction and abolition of child labour. Without compulsory education governments are unable to enforce child labour laws. If the school leaving age is lower than the age of admission to employment, children are likely to illegally seek employment and the enforcement of child labour laws is more difficult. It is administratively easier to monitor school attendance than to monitor children in the work place and easier to force parents to send their children to school than to force employers not to hire children. No country has successfully ended child labour without first making education compulsory. So long as children are free not to attend school, they will enter the labour force. Today most governments agree that children should be removed from the labour force and required to attend school. They believe that employers should not be permitted to employ child labour and those parents, no matter how poor they are, they should not be allowed to keep their children out of school. The parents are required to send their children to school; children are required to attend school while the State is obliged to enforce compulsory education.

India is an exception as it has not made education compulsory and banned the child labour. Indian policy makers have argued that the Indian government lacks the financial resources for
universal compulsory primary school education and that it lacks the administrative resources to enforce child labour laws. For many in the administrative machinery, the economic concern of the family takes precedent over the ethical and moral issues involved in employing the children. They argue that poor families need income of their children and therefore should not be coerced into sending their children to school. Moreover, they say, children and their parents find the schools irrelevant to meet their needs and expectations. Finally, it is argued that the poor quality of primary schools is thus used to justify the removal of children from schools by their parents. Neither the central government’s ministry of education nor the State governments’ departments of education have taken on task of improving the quality of primary schools. They have, instead, created an alternative system of non-formal education for working children.

Non-formal education with its emphasis on literacy training, health promotion and presumably more useful is a part-time educational system intended to enable children to remain in the workplace. It is not a system of alternative compulsory schooling for the children of the poor, or for children in remote area. Nor does non-formal education address the most serious problems in Indian primary education—the frequent absence of teachers, their low morale, lack of adequate training and unsatisfactory motivation. With the passage of the new amendment to the constitution it is possible that teachers in primary schools can be held accountable to the community rather than, as at present, exclusively to the state departments of education. As primary school is made universal and compulsory a variety of measures will need to be taken to improve their quality; but to wait until the central and state governments tackle the issue of quality education before making primary education universal and compulsory is a formula for doing nothing.

5. Conclusion
The protection of children, the promotion of their well-being and future development, and economic considerations, both short- and long-term, provide reasons to be concerned about child labour. But that these reasons should warrant the collective action of governments, international organizations, labour unions, and other non-governmental organizations. Collective action against child labour should, therefore, concentrate on understanding the constraints faced by families and removing them, even while efforts are taken on the ground to withdraw children from hazardous work. The importance of increasing educational opportunities cannot be overemphasized. With good quality schools available, parents have an alternative for their children. If complemented by measures that will compensate for the income lost in withdrawing children from work, this has at least two beneficial results. In the short-term, special programs to remove children from hazardous work have a better chance of succeeding? Monitoring progress is facilitated as attendance at school is much more easily monitored than attendance at work. Schools can also be instrumental in informing children about their rights and, if curricula are well-designed, should be able to impart skills that children will immediately find useful upon entering the labour market. In the long-term, education equips individuals with basic skills, increases their employability, and improves the quality of their decisions with respect to family size and human capital investments in children.

6. References
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