

Abid, G. Khan, B. Rafiq, Z. and Ahmed, A. (2015). Child Trade-Off Theory: A Theoretical Discussion on the Structure, Causes, Consequences and Eradication of Child Labor. *Bulletin of Business and Economics*, 4(1), 24-34.



Child Trade-Off Theory: A Theoretical Discussion on the Structure, Causes, Consequences and Eradication of Child Labor

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Abstract

Children are the future of our dreams and guarantee of their prosperity and success but they are exploited in the form of child labor. Child labor is the employment of children those are too young to work for wages in field jobs that are unsuitable or unsafe for them. It is a fact that, child labour has become a burden for every economy. Even though child labour is considered illegal in most societies and it is still a serious problem in a large number of nations. There are a number of factors which give rise to child labor. These include poverty, illiteracy, job opportunities, family provision and dis-satisfaction from education structure. By conducting an extensive literature review, this paper attempts to highlight all the major causes of child labor and their consequences. Furthermore this paper explores and postulates the Child Trade-off theory which discusses the tradeoff between education of children and child labor. This paper also discusses factors which may play crux in the eradication of this problem.

Key Words: Child Labor, Schooling, Causes, Consequences and Eradications

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I. Introduction

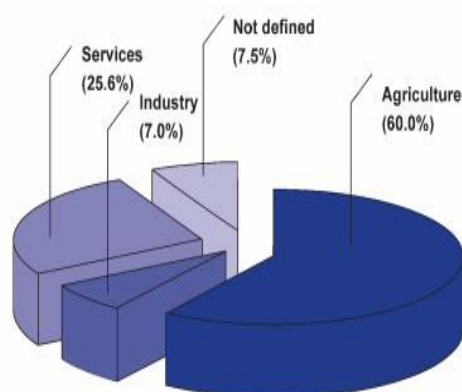
Child labor is the ‘employment of children when they are too young to work on wages or when they are employed for jobs unsuitable or unsafe’ (Gulzar, 2010). Child labor as the utilization of school-age Children (5-15 years old) in labor market. Such children work for wages for better living standards and to boost their family earnings (Khan and Rehman, 2011). Child labor is a menace for the world. Researchers hold paramount responsibility to eradicate this phenomenon in which poverty, literacy levels play a pivotal role (Siddiqi, 2013).

According to the International Labor Office (2006), there were around 191 million children aged five to fourteen associated with child labor worldwide. That constitutes one-sixth of the child population of the world. Most recent estimates of ILO (2010) suggest that the number increased to 215 million children. Out of this 59% (or 70 millions) Children are engaged in hazardous work in the field of agriculture. Such hazards are; heavy loads, dangerous heights, slippery surfaces, unstable ladders, sharp objects, bacteria, parasites and other micro-organisms and toxic chemicals (IPEC, 2011). In the case of domestic work, about 15.5 million Children are engaged. Out of these 8.1 million are engaged in hazardous work. Furthermore, 14 million are in manufacturing industry. This is the direct violation of international laws. In many of these cases children are victims of most unpleasant categories of force, such as bounded labor, slavery and other nature of work which is likely to induce negative consequences to their health, safety or moral. Pakistan’s population is growing at 2.1% per annum. On the other hand we can say 3.1 million individuals are added on year’s basis. This will result in low level of human development, low savings and investments, little labor force participation and low per capita income. In Pakistan, from total of 40 million Children 3.3 million children are associated in market. Out of these 73% were boys and 27% were girls. Major industries in which child labor are participating are; agriculture, brick-kiln, carpet, chemical and construction (AKAIDA Management Consultants, 2004a; 2004b; 2004c; 2004d), Karachi new vegetable market, sports good at Sialkot, cutlery at wazirabad and surgical equipment in Islamabad. That’s why lot of research have collaborated association between schooling and work (Grigoli and Sbrana, 2013; Adhvaryu and Nyshadham, 2012; Kondylis and Manacorda, 2012; Kpein, 2012; Khan and Rehman, 2011; Hosen et al., 2010; Khana et al., 2010; Vuri, 2010).

Province-wise comparison of child labour mentioned in survey conducted by the government of Pakistan in 1996 described below in Table.

Province	Total No. of Children in age group of 5-14 years (millions)	Total No. of Economically Active Children in Age group of 5-14 years (millions)	Ratio of Child Labour
Punjab	22.63	1.94	8.6%
Sindh	8.62	0.30	3.5%
NWFP	6.71	1.06	15.8%
Balochistan	2.07	0.01	0.5%
Total	40.03	3.31	8.3%

International Labour Organization estimated child labour scattered in different economic activities are graphically shown below.



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Child labor, the pinnacle of human right violation, is mostly common in the developing world and is omnipresent in the unconventional section of the labor force (Chaudhuri, 2010). The menace of child labour has survived and remains lurking in many countries because of the complex interactions and interrelationships between various social cultural and economic factors (Omokhodion and Uchendu, 2009). Recently, the conundrum that why children are engaged in work has gained considerable attention among numerous scholars (Fors, 2012). Ample research has been conducted on the determinants of child labour (Castro and Hunting, 2013; Emerson and Knabb, 2013; Grigoli and Sbrana, 2013; Humphries, 2013; Islam and Choe, 2013; Siddiqi, 2013; Adhvaryu and Nyshadham, 2012; Kondylis and Manacorda, 2012; Kpein, 2012; Khan and Rehman, 2011; Hilson, 2010; Hosen et al., 2010; Khana et al., 2010; Khana, Phoumin and Seiichi, 2010; Vuri, 2010; Levison et al., 2007). Furthermore the problems and hindrances in a child's development that occur as a result of child labor has also been thoroughly discussed (Kpein, 2012).

Burnette (2012) stated that it has been considered as a paramount matter since the beginning of the industrial era. One of the discrepancies of the industrial era is the induction of child labour into the working force. However it is ambiguous that industrialization promoted child labor (Burnette, 2012). Child labor has been considered as a hurdle in the human capital formation of children, and the clarification given is that schooling is in contention with the labor intensive jobs that kids are involved such as wage labor, working in the family business, etc. (Phoumin, 2008).

The problem of child labour has occupied central position recently and has been prominent in political debates as well as in the media (Bourdillon, 2006). In this research we have tried to present a holistic and macro perspective of child labor. Fundamental to the theory is the idea that affect level fluctuate over time and over the area of rural or urban and that the causes of these patterns of affect can be examined in term of endogenous components such as family factors i.e.; Head of household income, employment, literacy, attitude and number of family members within the pattern of house and exogenous components includes threats from industry i.e.; pay structure, work opportunities and skill advancement etc.

II. Child Trade-Off Theory: Development and Overview

The theory of Child Labor is a simplified representation of socio-economic phenomenon. Child labor is portrayed as an evil against humanity that turns out to be a burden for every economy and solemn problem in any nation. A morally, mentally and physically healthy child is capital for a nation. But huge amount of Children all over the world most probably in developing countries are deprived of study and learning. Furthermore they are deprived of basic amenities of life. In some countries the situation is even direr as the children are beaten and are often reduced to slavery.

2.1. Concepts

2.1.1 Forced Labor

'Forced labour is any work or services which people are forced to do against their will under the threat of some form of punishment'. Most of the times slavery practice and bonded labor have components of forced labor (Anti-slavery, 2012).

2.1.2 Poverty

Many researchers have stated that the poverty is the main cause of child-labor is poverty (Doepke and Zilibotti, 2010). According to World Bank; 'Poverty is a pronounced deprivation in the well-being of an individual'. Poverty is multitudinous which covers less earnings and unable to attain basic necessities for living. It also covers low levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice, and insufficient capacity and opportunity to better one's life (Incorporation, W. F. 2012). Absolute poverty means the deprivation of basic human needs. These generally include food, water, sanitation, clothing, shelter, health care, education and information (Incorporation, W. F. 2012). In order to reduce poverty; Conditional Cash transfer (CCT) programme which gives deserving families periodic cash payments, on the condition that their children will regularly attend schooling promises to be a milestone in decreasing child labor in developing countries (Gee, 2010).

2.1.3 Parents/Head of Household

The attitude and actions of head of family are detrimental as to whether the child will engage in schooling (Khan et al. 2010). The concept of household is based on the arrangements made by persons, individually or in groups, for providing themselves with food or other essentials for living. The SNA 93 definition of

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household is more succinct, namely: 'A household is a small group of persons who share the same living accommodation, who pool some, or all, of their income and wealth and who consume certain types of goods and services collectively, mainly housing and food.' (SNA 4.132 [4.20]) (OCDC 2012).

2.1.4 School

School is an institution for educating children. Children are encouraged to work, often employed and exploited by organizations in the developing world. Because they are more vulnerable, low wage demanding and are less likely to call improved working settings compared to adults. Education is a primary right of a children. Education is the only source that builds them resourceful individual. Elementary education is the key prerequisite for any child. The registration in elementary education ensures the basic education of children. This will open the way to build HR of nation (Hosen et al. 2010). But normal families are so deprived; these families don't have enough resources to carry on schooling for their kids (Hosen et al. 2010).

III. Variables and Relationship Development

Our children are forerunner. As a nation, we have vast concern to guide and support our youngsters to come up as a resourceful individual (Hosen et al. 2010). Children are the prosperity of nations (Gulzar, 2010) but they are exploited in the form of child labor as businesses regard them as a substitute to the adult labor force. (Gartner, 2011). Child labor is a complex socio-economic phenomenon (Abrar and Ghouri, 2010).

The most recent global estimates from the International Labor Office (2006) show that, as of 2004, there were around 191 million children aged five to 14 in economic activity worldwide, around one-sixth of the child population (Kondylis and Manacorda, 2012). Child exploitation and child labor in our society is growing fast. There are different socio-economic factors which are responsible for its spreading and prevalence (Gulzar, 2010). Child labor tends to be invisible, illegal and unmarked by most of the societies (Gulzar, 2010). The call for, and acceptability of, young force in generates a trade-off between time spent in school and time consumed at job (Adhvaryu and Nyshadham, 2012). Child labor is portrayed as an evil that ought to be eradicated for humanitarian reasons. It is considered as a crucial and of paramount importance among society, academics, professionals and the media (Abrar and Ghouri, 2010).

Children participate fully in every activity of the informal sector, such as workshops, small-scale industries, leatherwork, and carpet weaving centers, cheap hotels, brick kilns and garages. In addition, a substantial number are self-employment, hawking cheap goods, shining shoes or collecting waste material (Gulzar, 2010). Approximately four thousands Children work at Karachi new market. They load and unload heavy cartons. These are life threatening work setting for children's (Abrar and Ghouri, 2010).

The phenomenon, in broad way becomes a burden for society. Its recurring is a serious problem for developing countries (Hosen et al. 2010). A morally, mentally and physically healthy child is a resource for a country (Gulzar, 2010). It is argued by Gartner (2011), when obstacles to migration are reduce in order to integrate market. This probably supports child labor in the richer countries.

3.1 Endogenous Factors

There are various Endogenous components which promote and spawn the child labor industry in the developing countries. Amongst them the most prominent factors are the Income and employment of the father, number of family members that needs to be supported financially, the attitude of the parents and the fact that whether a child is literate or an orphan.

Due to the high unemployment rate which prevails in the developing countries the head of the family is either unemployed or has to make do with jobs which pay below the minimum wage. If the income and employment of the father does not suffice to fulfill the basic amenities of a household then the children have to play their role and provide support in generating the income for the family. The situation is further aggravated in the developing world by the tendency to have a large family. The attitude of the parents is also detrimental in whether the child is engaged in child labor or is sent to schools. Moreover due to a lack of government commitment which may be due to various reasons some genuine other blatantly due to mismanagement to support orphans, most of them end up working in industries at a very early age.

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Parents' education and earnings are central for child labor and child education (Khan et al. 2010). Khan and Rehman (2011) found that parents' education are positive associated to child's schooling. Parents play a crucial part in child labour with the help of which they gain extra income. Omokhodion and Uchendu (2009) in their research indicated various factors which enticed families to make their children work. 45 % of the family made their child work as it added and increased the family income. 35 % of the parents wanted their child to gain experience and 10 % wanted their child to assist in the household business (Omokhodion and Uchendu, 2009).

Parents' earnings are negatively associated child schooling and work simultaneously (Khan and Rehman, 2011). Although child labor contributes significantly to the family income but they do not get sufficiently as their pocket money (Gulzar, 2010). Hosen and his fellows (2010) argued that vast majority of parents are unable to manage educational costs. They hardly get basic food for their child. Families only direct children to work if earnings drop below survival point (Gartner, 2011). Conclusive results also have been shows that income does not have much of an effect on children's work input and education of adult members leads to a significant reduction in child labor (Abrar and Ghouri, 2010). Islam and Choe (2013) indicated that greater income prospects generated by microcredit will gradually result in an income effect which would lead towards a decline in child labor and an increase in education. This would eventually preponderate the substitution effect.

The parents' education has little influence on child education in rural part as compared to urban ones (Khan et al. 2010). It is argued by many researchers that literate parents play a crucial role in motivating kids for studying. Khan and Rehman (2011) found the literate parents have positive impact on children education. Furthermore parents' education is negatively associated to child labor. An important complementary relationship between the literate parents and kid's schooling is found by researchers. The educated heads of households would perceive the education of their children positively. But non-availability of schools and lower quality of education in rural areas is a detrimental that resulting in lesser school participation of children in these areas (Khan et al. 2010). Parent's education is pertinent for a child's education and well-being. Those parents who are educated perform few major tasks for their kids. They provide monetary support, look after them emotionally and assist in their future step by step.

The age of parents has positive consequences on kid's schooling. Kids are more likely to go for schooling when their parents are older. And lesser chance for child simultaneously goes for work and schooling (Khan and Rehman, 2011). It means the age of parents is negatively associated to child labor. The employment status of parents is a crucial factor in determining a child's engagement in the labor force. Khan and Rehman (2011) study's results revealed that children's from unemployed parents are not engaged in schooling. It also posit that head of the household that is nonworking also supports the labor market status which support the child labor (Abrar and Ghouri, 2010). If the parental income is low, the fertility rate high, and the perception of the parents is that the returns gained by getting a child educated will be low the likelihood the child will be engaged in the labor force will increase. This would inversely effect a child's education and will prove to be a major hindrance in it. It has been substantiated that a one-time policy intervention for instance prohibiting child labor and making child education compulsory can tilt the balance in favour of eliminating child labor (Emerson and Knabb, 2013). But contrary result from Khan et al. (2010) shows that recruitment status of parents positively associated kind's education in towns and negatively in suburban areas (Khan et al. 2010).

The sex of the head of family is crucial in deciding the kid's schooling. It is concluded that kids belong to female-head of family are more probably go to school (Khan and Rehman, 2011). The mother's job effect into 16% more chances for kids to go for education in towns (Khan et al. 2010). Among them mother's literacy has greater influence (Khan and Rehman, 2011). Mother's job is complementary to kid's education in cities but alternative in suburban (Khan et al. 2010).

Kids-schooling is expense related matter and their work is associated with the earning and experience (Hosen et al. 2010). It is these ambivalent feelings that change the attitude of parents. The attitude of family influences the level of investment on kids. Literature has shown the type of gender of kids may turn the parent's attitude. It is found in Pakistan that 7.5% boys more probably enrolled in schooling in comparison with girls. There are numerous descriptions for this gender gap in all over the world. In case of Pakistani society, the girls are normally performed baby care and domestic duties. So the girls are less chance to go for study and more probably perform house-care (Khan and Rehman, 2011). Poor families

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do not encourage their kids to attend school. Which decreases the probability of such children going to school since strong and regular motivation is pivotal in moulding the behaviour of children to attend school (Hosen et al. 2010).

Practically, deprived families attain support when their children earn, chip in and participate in fulfilling the family needs (Hosen et al. 2010). The number of infants in a family is negatively related to a child's education. And it is positively related to part-time job and house-care activities (Khan and Rehman, 2011). The main cause of child labor is growing population, which exerts pressure on the existing resources (Gulzar, 2010). Abrar and Ghouri, (2010) concluded that there is positive relationship between child labor and family size.

3.2 Inducements and Allurements of the Industrial Sector

A major factor which is centric in the promotion of child labor is the allurements and inducements offered by the industrial sector to the children or their families. These allurements manifest themselves in the form of an opportunity to generate income, find and acquire work, as well as a chance to learn and advance certain skills. These enticements further aggravate the situation and are detrimental in tilting the opinions of families in favor of offering their children's services to the industrial sector.

Schools play a crucial role to safeguard and prevent a child from being associated with the child labor industry. The plausible explanation is that the child will spend most of his time in the school studying rather than working in the factories. However there are many hindrances which prohibit a child from regularly attending school. The major hindrances which are seen in the developing countries are difficulty in getting admissions, the distance of schools, expense associated with gaining education, and the lack of facilities in the school as well as obsolete teaching methods and techniques.

Due to a dearth of schools particularly in the rural area there are a limited number of seats in comparison to the number of children seeking admission, furthermore due to an imbalance in the demand and supply the private sector is in a position to demand extravagant fees which is impossible for the poor people. Since schools are limited in relation to the proportion of child population, they are located at a considerable distance. Due to the lack of transport facilities as well as the finances associated with traveling distance is considered as a major impediment for a child to attend school particularly in the rural areas. Thus the probability of a child whose house is at a considerable distance from the school to get education diminishes drastically. It is pertinent to note that even when a child attends schools he is disheartened and vulnerable to leave because of the lack of facilities in the school as well as obsolete teaching methods and techniques. Thus people who are faced with such predicaments cannot get their children admitted to schools and are inclined and lured to get their children associated with the industry. It is extensively recognized that school existence, distance to school and approachability are detrimental for children to join school. Study revealed that distance is crucial for school attendance among Tanzanian kids. This factor represent Tanzania's extraordinary amount of child force (Kondylis and Manacorda, 2012). When we analyse education at second priority, we probably end up conclusion of limited institutes and teachers (Hosen et al. 2010). Vuri (2010) has indicated that the distance to school and availability of school plays a crucial role in determining the extent to which a child will be engaged in schooling. Other factors for little attendance is expenses (14%) and less interest (12%) (Kondylis and Manacorda, 2012).

Child work and child schooling both are opposite attached with each other in real. Child work does not permit child schooling and contrariwise. Two types of economic ideologies exist i.e., normative approach and positive approach. Normative promote child education. But other ideology i.e. positive approach favoured child work (Hosen et al. 2010).

Children might work or go for education. When children go to institution but do not work. In this situation the educational expenses normally bear by their family members (Doepke and Zilibotti, 2010). The kid's age matters a lot in determining the association of education and job. As time passes, child age increases and decision concerning the combine school with job increases (Khan and Rehman, 2011). Empirical evidence shows a monotonic relationship between child labor and children's education, regardless of whether the trade-off is negative or positive (Khana, Phoumin and Seiichi, 2010). By the increase in age, children are physically able to do some light work, so the parents make them combine school and work to decrease the opportunity cost of schooling (Khan et al. 2010).

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The ownership of assets by the household is generally a measure of a household's wealth (Khan et al. 2010). Employee and their families attain return from job alone. They are unable to save from that, therefore, don't own wealth (Gulzar, 2010). Assets of the household positively affect the schooling (Khan and Rehman, 2011). Research found that ownership of assets positively affects children's schooling in both urban and rural households (Khan et al. 2010). If biological father is not employed in any field and his centre of attention is income from sources other than salary such as a house, property, winning from lotteries and races, interest on securities (bank deposits and loans), income from letting the chances a child will go to school will increase and chances of him being engaged in work would deplete.

3.3 Poverty

Empirical evidence highlighted lots of reasons behind child labor. But poverty is the prime reason (Hosen et al. 2010). Poverty is adversely associated with kid's welfare (Khan and Rehman, 2011). A repeated reason is that the base of child-labor is poverty (Doepke and Zilibotti, 2010). It seems that Boys are engaged in work as a result of poverty, but the evidence for girls is still unclear (Bhalotra, 2007).

Deprived families always desire to get rid of poverty. The children's earning support in overcomes this problem (Hosen et al. 2010). The most important causes of child labor are poverty and unemployment of children's parent. When parents either earn low wages or when they do not get enough work to feed their family, they are forced to send children to work (Gulzar, 2010). Poverty influence education three times more of village families compared to urban (Khan et al. 2010). If the head of household has enough resources to support the family then his/her focal point will be more on the child's education. Contrary to it if the parents do not have ample resources they would be inclined to send children to learn some skills under stern supervision. It is also considered as a forced child labor force. Grigoli and Sbrana (2013) have shown a directly proportional relationship between poverty and child labor, which illustrates negative influence of poverty on a kid's education.

3.4 Inherent Weaknesses of the Child

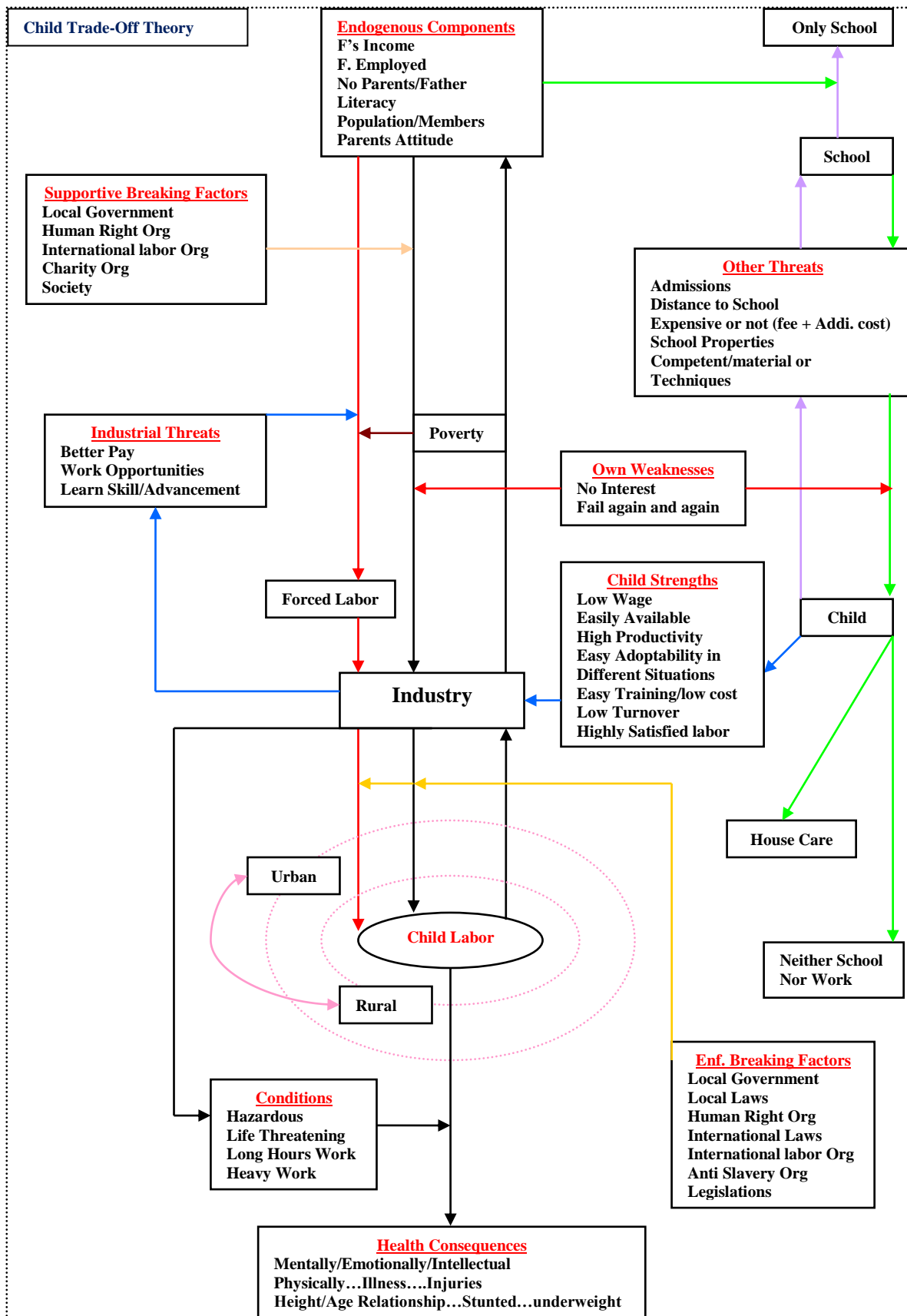
Another important factor which needs to be highlighted, in addition to the aforementioned elements pertaining to schools and education which provoke child labor is the inherent weaknesses found within the student. For instance a child may not be able to cope with the burden of failure, which may be due to a lack of interest, failure to understand, or due to the poor, obsolete and redundant training methods and techniques being employed by the majority of institutions in the developing world.

It is observed that regardless of the reasons why a child stops getting education, in the majority of circumstances the child either gets affiliated with industries or starts working as house hold servants at a very tender age to have a continuous earning. Thus a child who does not attend schooling ultimately becomes a victim of child labor.

3.5 Why Industries Indulge in Child Labor

Unfortunately, the prospective of hiring a child is attractive for various industries. Amongst the advantages which an industry obtains by using a child is a decrease in cost since the children demand a lower salary in comparison to adults. Furthermore the abundance and ease with which the children are available also serves as an attraction. Moreover the ease of molding and training children, low turn over rate, and being satisfied with a meager sum of money are all incentives which allure industries to become affiliated with child labor.

Studies child labor force indicates numerous causes including poverty are liable for exploitation. These other factors (strengths of child) include; availability, cheap, lack of awareness, easy adoptability, low turnover and highly satisfied segment. Furthermore, industrial threats like better pay, work opportunities and opportunities for skill and advancement are pushing child labor too. Klein (2011) states that when families migrate to urban areas and make use of enhanced wages as well as better opportunities for their children. In this way they play a role in enhancing the children's human capital and ensuring better development of their children since in urban areas the living conditions and wage rate are better than those in the rural areas. When Children start earning on regular basis, they habituate in work. It result in turn to long term employment and subsequently harden to return them to normal situation.



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3.6 Threats Faced by Children being engaged in Child Labor

Children that become attached with industries at a very tender age not only forgo their childhood but are also scarred for life mentally and emotionally. Due to a lack of education they are intellectually weak in comparison to other children who regularly attend school. Furthermore the environment of the industries in most case does not fulfil the health and safety standards and is hazardous, life threatening even for adults let alone children! Moreover they have to work for long hours and are given menial, laborious tasks. As a result of all these discrepancies most children encounter various injuries and illnesses during their jobs and are stunted for life. Thus a child who is a victim of child labor is mostly underweight, smaller in height in comparison to an average child.

Children all over the world are affected by hazards that could end up causing them disabilities or even their deaths (IPEC, 2011). This proves to be a hindrance in their healthy childhood and substantially diminishes their chances to blossom in later life (Castro and Hunting, 2013). As the Children work part time but the overweight of job leave devastating effect on well-being (Khan and Rehman, 2011). Gulzar (2010) suggests that most of the Children work for longer period in dangerous settings (Gulzar, 2010). Under these settings at job put them to suffer from serious diseases (Abrar and Ghouri, 2010). Children not only devoted to work but also suffer with malnutrition. Kids' malnutrition normally 'calculated by weight and height with respect to age' (Hosen et al. 2010). In 2006, 75 million Children were involved in harmful activities. These work activities adversely influence their safety and health (Abrar and Ghouri, 2010). Their employers exploit them and treat them harshly (Gulzar, 2010). Working children feel deprived, inferior and disappointed from their hard and difficult work and lower status as compared to other laborers (Gulzar, 2010). Kid's education and kid's nutrition are essential for kid's development. Both are positively correlates one another (Hosen et al. 2010).

Many studies have been conducted on child labor and schooling. Comparatively limited research has been conducted on child labor and child health (Khana, Phoumin and Seiichi, 2010). While working in hazardous conditions, mostly children are suffering mental and physical illness. These Children are emotionally and intellectually weak. Physically they suffer from illness and injuries. Such as burns, cuts at body and hands. Furthermore these children are stunted or underweight when we look at the height and weight relationship.

3.7 Measures Taken to Eradicate Child Labor

In order to eradicate and abolish the curse of child labor the government has to take radical measures and develop strategies which will discourage and root out this practice. The local governments have to legislate laws and strictly abide by them in order to stop the practice of child labor. Furthermore without the aid and help of international laws, labor and human right organization all efforts to eradicate the menace of child labor from the developing world will be futile. Thus a synergetic effort which encompasses all the shareholders is the way to root out the evil of child labor.

IV. Conclusion

The root-cause for child labour is poverty. Most of the times parents are the culprit who force their child into child labour in order to improve their financial conditions. In seldom, the underlying cause for child labour is not poverty but poor performance in academic which may be due to a lack of interests of the child in education, or the apathy on behalf of the parents. Furthermore lack of education facilities in far flung areas also place a role in enticing children to leave their schooling and join the labour force.

At the other end of the spectrum industries offer lucrative incentives in the forms of experience and heavy pay which appeal families and tilts the children towards labour. The reason why industries offer incentives to children and play a role in encouraging child labor is because children are easily available, and in certain cases are more productive as compared to adults. Additional advantages of acquiring the services of children are that the turnover is minuscule and their potential capability to learn and be train is great in comparison to the adult labour force.

In III global conference on child labour at Brasilia in October, 2013 highlighted a decrease in child labor to 168 million over the last decade. Now the dilemma still is to figure out how to abolish child labour completely. We propose that local and international government as well as agencies should strictly ban and discourage child labour, and strictly adhere to the laws made to eradicate child labour. Furthermore the government should help the underprivileged families and help them to improve their economic

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condition which is the main cause of child labor. It is also important to eradicate child labor as it has a negative effect on the health of the child which can be either physical or psychological or both. Further studies should investigate the role of migration families from rural to urban areas and vice versa on child labor.

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