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CHILDREN'S DREAMS

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“A Study on Child Labor Impact
on Education in Jurain,
Dhaka”

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EXECUTIVE SUMMARY

This research aimed to comprehensively explore the landscape of child labor in the context of education, delving into the experiences of child laborers, parents, social workers, and factory owners. The goal was to identify challenges, aspirations, and potential interventions to improve the situation and foster the alignment of democratic values and human rights.

The study employed a mixed-methods approach, combining quantitative surveys and qualitative interviews. Participants included child laborers, parents, a social worker, and a factory owner. The research focused on demographics, education, dreams, support systems, financial and cultural factors, and emotional well-being. The mean age of respondents was 14, predominantly comprising males (70.83%). The majority completed education up to a relatively lower grade, indicating potential correlations between education levels and engagement in child labor. While 14.58% of respondents attended school, non-attendees cited financial challenges as the primary reason. Work-related stress impacted concentration, and there was a noticeable decline in academic performance. Respondents harbored diverse dreams, with aspirations linked to education. Financial constraints and lack of external support emerged as barriers. Only 26.04% received support for education, with various types of aid, including government scholarships and individual help. 45.83% considered the cost of education a financial burden, and cultural norms influenced attendance, particularly for girls. Respondents reported stress and sought emotional support due to work-related challenges. Child labor impacts education, necessitating better time management and emotional well-being support. Financial struggles drive child labor, highlighting the need for financial aid, job creation, and awareness. Overcoming child labor challenges requires a community-based approach, learning from families already succeeding without child labor.

This research provides a nuanced understanding of the complex interplay between child labor, education, and socio-economic factors. The findings underscore the urgency of targeted interventions and collaborative efforts to break the cycle of child labor, fostering an environment where every child can access education and realize their dreams.

CHAPTER 1: INTRODUCTION

1.1 Background of the Project

Imagine a place called Jurain's slums, where many kids live. These kids face a big challenge - they have to work and also want to go to school. This project looks closely at their lives to understand how working affects their ability to learn.

In Jurain's slums, life is not easy. Families struggle financially, and kids want to learn, but work gets in the way. The purpose of this study is to find out the reasons behind this misery and what steps should be taken to make a better life for these kids.

We are curious about to know the dreams these kids have. Even in tough situations, they dream of becoming something special. This project wants to hear their stories and learn about the difficulties they face in making their dreams come true.

By studying how work and education come together in Jurain's slums, we hope to learn important things. This knowledge can help make better plans and rules to support these kids. Everyone should have a chance to dream and go to school, no matter where they come from. This project is all about understanding and helping make that happen.

1.2 Objectives of the Project

The goals of our project are as follows:

- **Understand the Kids:** We want to know more about the children in Jurain's slums - their names, ages, and what they want to be when they grow up.
- **See the Challenges:** We aim to find out why some kids can't go to school. Is it because they have to work, or is it something else?
- **Know Their Dreams:** We're curious about the dreams these kids have. We want to learn what they want to become and if education plays a role in their dreams.
- **Find Support:** We want to discover if these kids get any help to continue their education despite having to work. What kind of help do they get?

- **Make Things Better:** With all this information, we hope to suggest ways to make life better for these kids. Everyone should have a chance to learn and follow their dreams.

Our project is like a puzzle, and each of these objectives is a piece. When we put them together, we get a clearer picture of how we can help these kids in Jurain's slums.

1.3 Scope of the Study

In this project, we are not just looking at numbers. We want to paint a detailed picture of the lives of kids in Jurain's slums. Our scope goes beyond statistics; it's about understanding their stories, daily struggles, and dreams.

We aim to capture the intricate connection between their work and education. It's not just about asking if they attend school; it's about exploring how their jobs affect their ability to learn and grow.

Digging into the dreams of these kids adds a unique touch. We're not merely noting down aspirations; we're unraveling how education intertwines with these dreams. What do they aspire to be, and how does schooling fit into these ambitions?

Our scope extends to finding troubles these kids face, but not in a general sense. We're on a mission to identify common threads and shared problems that hinder them from reaching their dreams.

The exploration of support mechanisms is another distinctive facet. It is not just about numbers receiving aid; it's about uncovering personal stories of help that genuinely make a difference in their educational journey.

This unique scope goes beyond traditional research, aiming to bring the voices and experiences of these children to the forefront, adding a human touch to the statistical landscape.

CHAPTER 2: LITERATURE REVIEW

Education is a fundamental necessity for a quality life. Yet, many developing nations, including Bangladesh, are grappled with significant hurdles in providing education for children, with poverty and child labor being the primary obstacles. The International Labour Organization (ILO) states that full-time working children often find it difficult to attend school.

Although several factors contribute to child labor, poverty is the main catalyst, especially in Bangladesh. The Global Business Coalition for Education highlights that child labor entraps children in a poverty cycle, reducing their future income potential. The European Commission also points out that child labor is preventing millions of children from attending school. This limited access to education further narrows their chances of securing well-paid jobs in the future. Child labor reduces a child's lifetime earning potential as they have minimal opportunities to benefit from education that could lead to better-paying jobs in adulthood.

A study conducted by Md. Aoulad Hosen and others, expose a grim truth: while most parents can provide basic necessities like food and shelter, many find it challenging to cover the costs of their children's education. Research indicates that approximately 69.4 percent of parents accept child labor to supplement income. However, education is a fundamental right of a child, not a privilege. It equips them to be resourceful individuals who can make positive contributions to society. Families may find temporary financial relief in their children's earnings, but the long-term negative impact of limited education and its consequences far outweigh any immediate benefits. This unfortunate circumstance highlights the need for effective strategies to break the poverty cycle and ensure equal access to quality education for all children. Child labor not only restricts access to education but also adversely affects a child's physical, mental, and social development. Understanding child labor hinges on the notion of power imbalances, both within families and between families and employers. Gary Becker's model (1964, further developed by Rosenzweig & Evenson in 1977) views families as unified decision-makers, where parents, wielding greater power, determine children's work based on wages and food security. Ultimately, the relative power dynamic between families and employers dictates whether children work or receive education.

Despite numerous studies painstakingly dissecting the intricate web of

factors linking child labor and education (de Hoop et al., 2016; Guarcello et al., 2015; UCW, 2015), a Gordian knot of challenges remains. Poverty's relentless grip, interwoven with parental anxieties and misguided perceptions of school value, weaves a tapestry where child labor and education stand locked in a desperate tug-of-war. This clash directly jeopardizes the ambitious education goals enshrined in the Sustainable Development Goals for 2030, particularly universal primary education (SDG 4.1). Untangling this complex knot demands more than a single stroke of the sword. It necessitates a multi-pronged approach, addressing the socioeconomic roots of child labor through targeted poverty alleviation programs, while simultaneously addressing parental concerns through community outreach and awareness campaigns. Moreover, revamping education systems to offer relevant skills and a nurturing environment can entice children and families back into classrooms, creating a virtuous cycle that breaks the chains of child labor, thread by thread, and paves the way for a brighter future for all.

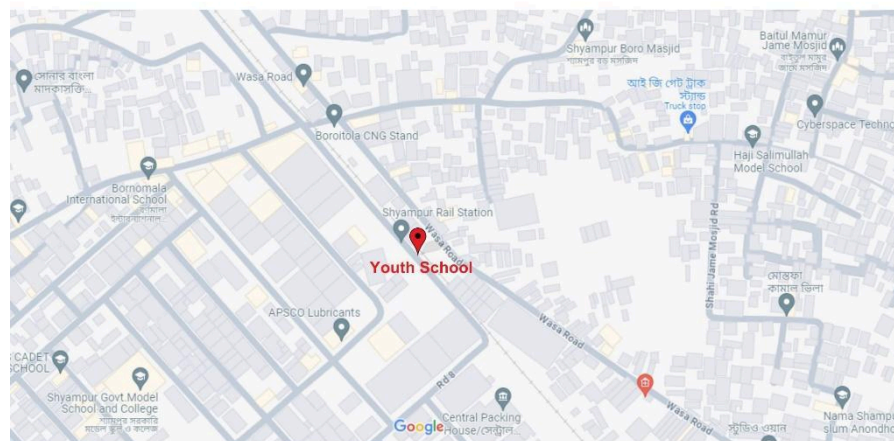
Though undeniably harmful, banning child labor raises a complex question: could it trap families in a deeper cycle of poverty? Basu and Van (1998) in their research emphasize that desperation, not malice, drives families to child labor, and prohibiting it may worsen their plight. This intricate debate highlights the tension between immediate economic needs and protecting children's long-term well-being. Solutions should acknowledge both sides, advocating for targeted social programs, community empowerment, and ethical alternatives to child labor, all while prioritizing children's safety and education. Only then can we break the cycle and protect the most vulnerable. Models predict that poverty and lack of access to credit exacerbate child labor, particularly harmful forms like hazardous work or forced labor. Banning child labor can have complex effects. While wage increases in certain sectors and for specific work types might eliminate child labor, in economies heavily reliant on children and lacking viable adult substitutes, the ban could initially harm the poorest families by reducing their only income source, potentially increasing poverty and food insecurity. However, the long-term impact ultimately hinges on how firms adapt to the shifting labor market. Successful implementation alongside social safety nets and education initiatives can offer children escape from poverty and improve their overall well-being.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Study Area Profile

Our study focuses on the vibrant and dynamic community of Jurain's slums. Nestled within the heart of Dhaka, these slums form a distinctive part of the urban landscape. With a rich tapestry of cultures and stories, Jurain's slums present a unique backdrop for our research.

Geographic Overview: Jurain is a large area located in the southern neighborhood of Dhaka, Bangladesh. It is not too large with its area but quite a crowded neighborhood. It is close to Muradpur, Shyampur, and Mohammadbag. It is famous for its great schools as well as with a large Rehabilitation and Therapy Center established by Muhammad Ibrahim, a prominent local doctor, and physician of national scale. There are several high schools in the district such as Jurain Ashraf Master Adarsha High School, Salauddin Ahmed High School, and Shyampur High School, as well as stores, shopping centers like Bikrampur Plaza. Attractions in and around Jurain include Buriganga Eco-Park and Shipping Museum and Rifa Convention Centre.



Demographic Composition: The community is a melting pot of diverse demographics. Families residing here come from various socio-economic backgrounds, contributing to the colorful diversity of Jurain's slums.

Economic Landscape: Economically, the slums witness a blend of occupations, including manual labor, small businesses, and other informal activities. Understanding the economic dynamics is crucial to comprehending the challenges faced by the children in their pursuit of education.

Cultural Significance: Jurain's slums are not just a geographical

location; they are a cultural mosaic. The community celebrates festivals, traditions, and daily life in ways that reflect a shared identity.

Educational Infrastructure: The availability and accessibility of educational facilities within the slums play a pivotal role in shaping the educational experiences of the children. Understanding the existing infrastructure is essential for contextualizing the educational challenges.

Our exploration into the lives of the children in Jurain's slums is grounded in a deep understanding of this study area. By delving into the profile of Jurain's slums, we lay the foundation for a research methodology that encapsulates the essence of the community and its impact on the education of its youth.

3.2 Target Population

In any research, defining the group under study is crucial. Our target population comprises the heart of Jurain's community—children facing the intersection of work and education challenges.

Age Group: The primary focus is on children falling within the age range of 10-16, capturing a crucial phase of development where education plays a pivotal role.

Educational Status: We will be considering children both currently attending school and those not attending. This inclusive approach helps us understand the diverse circumstances within the community.

Work-Related Criteria: Children engaged in various forms of work, including factory workers, garments workers, labors in different workshops, hotel boys, tokais, bus helpers etc. form a significant part of our target. This ensures a comprehensive exploration of how work intertwines with their educational journey. Many children are involved in hazardous child labor.

Residency in Jurain: To maintain the study's geographical coherence, our target population includes children residing in Jurain. Their shared environment forms the backdrop against which we analyze their experiences.

By clearly defining our target population, we lay the foundation for an in-depth exploration of the challenges and opportunities faced by children in Jurain, offering insights that can inform meaningful interventions.

3.3 Survey Design

Our survey design blends qualitative sampling techniques and quantitative sampling techniques for a holistic understanding.

Qualitative Sampling Techniques

- Focus Group Discussions (FGD)
- In-Depth Interviews (IDI)

Quantitative Sampling Techniques: Random sampling is used in this study for numerical data on broader trends.

Additional Enrichment

- **Case Studies:** In-depth exploration of individual lives.
- **Key Informant Interviews (KII):** Two interviews for insights from community experts.

This mix of qualitative and quantitative methods, along with FGDs, IDIs, case studies, and KIIs, aims to capture a complete picture of the challenges and opportunities faced by children in Jurain.

3.4 Finalization of Data Collection Instruments

Before diving into data collection, it is crucial to have well-crafted instruments. In this phase, we meticulously honed our tools for gathering information.

Survey Questionnaire: We used structured questions to gather quantitative data and open-ended questions for nuanced qualitative insights.

Interview Guides: Interview guides include comprehensive guides for FGDs, IDIs, and KIIs and ensure consistency and depth in responses.

Case Study Framework: We developed a systematic approach for in-depth individual exploration.

Pilot Testing: We conducted trial runs to refine instruments for clarity and effectiveness. The finalized instruments promise a comprehensive and reliable collection of data, aligning with the objectives of our study on the lives of children in Jurain.

3.5 Data Collection, Cleaning, and Data

Management This crucial phase involves the actual gathering of information, ensuring its accuracy, and organizing it for analysis.

Data Collection:

- Implemented surveys, interviews (FGDs, IDIs, KIIs), and case studies.
- Maintained consistency in approach for reliable results.

Cleaning Process:

- Scrutinized collected data for errors or inconsistencies.
- Rectified any inaccuracies to guarantee quality.

Data Management:

- Organized data systematically for easy retrieval and analysis.
- Implemented secure and ethical practices for confidentiality.

This meticulous process ensures that the data collected is robust, reliable, and ready for insightful analysis.

3.6 Quality Control Mechanisms

To maintain the accuracy and reliability of our data, we implemented effective quality control measures:

- **Training and Standardization:** Team members received comprehensive training to ensure consistency in data collection, interviews, and case studies.
- **Pilot Testing:** Prior to full-scale implementation, we conducted pilot tests to identify and address any issues with our survey and interview protocols.
- **Supervision and Monitoring:** Continued supervision ensured data collectors received feedback and resolved challenges in real-time.
- **Data Validation and Cleaning:** Rigorous validation and cleaning processes were applied to ensure accurate and complete data.
- **Regular Team Meetings:** Periodic meetings allowed for progress updates, issue resolution, and continuous improvement in line with research objectives.

3.7 Ethical Considerations

In our research, we took extra care to be fair and respectful. Here's how:

- **Informed Choice:** We shared the details of the study with the respondents and only included those who agreed to take part.
- **Privacy Matters:** Anything shared was kept private. No names or personal details were shared.
- **Voluntary Participation:** People joined because they wanted to. If someone wanted to leave, we respected that.
- **Respect for Diversity:** We respected everyone's ways. Our study aimed to be inclusive and considerate.

Additionally, a consent form was provided to all participants, ensuring their voices and concerns were heard and addressed throughout the research process.

3.8 Limitations & Challenges of the Study

Every researcher faces hurdles. Here are ours:

- **Time Constraints:** Our study faced time limitations, impacting the depth of exploration.
- **Resource Limitations:** Some resource constraints affected the thoroughness of certain study aspects.
- **Access Limitations:** Certain areas were challenging to access, affecting sample diversity.
- **Political Issues:** Political factors occasionally influenced the research environment.
- **Thana Education Officer Unreachable:** Despite efforts, we couldn't establish contact with the Thana Education Officer, limiting insights from that perspective.
- **Factory Owners Unreachable:** Despite attempts, reaching factory owners proved challenging, limiting insights into certain study aspects.

Acknowledging these challenges ensures a nuanced interpretation of our study's outcomes.

CHAPTER 4: ANALYSIS AND FINDINGS

4.1 Qualitative Data Analysis and Findings

4.1.1 Focus Group Discussion with “child labour”

- **Jobs and Hours:**

Different Jobs: Some children work in a silver factory, some sell wood, or some engage in projects. Children work from 5 to 12 hours a day, depending on the job.

- **Feelings About Work:**

Mixed Feelings: Some children like their work, especially when they get paid. Others find it painful.

- **Job Alignment:**

Getting Promised Jobs: Most of the children got the jobs they were promised, doing tasks like making things or selling items.

- **Balancing Work and Study:**

Studying Alongside Work: Some children manage to study while working, going to school on holidays or studying after work.

- **Study Challenges:**

Studying Conditions: Some children study in the shop, facing occasional gaps in attendance. Limited support for education alongside work.

- **Support for Education:**

Financial Help: A few children get money help for their studies, while others want less work pressure, and leave work or financial aid for studying.

- **Goals of Work:**

Financial Goals: Children work to build houses, live well with family, pay off debt, or become a doctor or engineer.

- **Employer's View on Education:**

No Support from Employers: Everyone agrees that employers won't allow them to study.

Insights:

Different Work Experiences: Children have various jobs, facing different challenges.

Mixed Feelings at Work: A few children enjoy their work, while most of the children find it difficult.

Struggle in Balancing Work and Study: Balancing work and study is hard, with some managing, and others facing difficulties.

Need for Financial Support: Financial help is crucial for education, including money aid and reduced work pressure.

Education for Financial Goals: Many children see education as a way to achieve financial goals. They believe if they get chance to study and complete at least their secondary or higher secondary study they will meet their financial goal and support their family.

Employer Hurdle: Employers not support education is a big obstacle.

Key summary of Focus Group Discussion (FGDs) with Child Labor

- **Talk to Employers:** Encouraging employers to support education.
- **Community Education Programs:** Start programs offering flexible education for working kids.
- **Financial Aid Support:** Promote aid programs for child laborers' education.
- **Raise Awareness:** Tell people about the challenges child laborers face and the importance of education.
- **Government Help:** Ask the government to help child laborers and make rules to support education.

This analysis gives insights into the challenges and dreams of child laborers, showing the need for help to make education possible.

4.1.2 Focus Group Discussion with “Child Labor Parents”

Introduction: We spoke to people in Jurain, Shyampur, and Baraitala to understand how child labor affects children's education. Many families face challenges, and we explored these to find ways to improve the situation.

Who We Talked To: People like Margina, Payal, Hasina, Beauty, Rehana and Sona (Pseudonym), shared their stories. They have different jobs, and their children are doing various work like driving rickshaws, working in factories, and making shoes.

Why Kids Work: Kids often work because their families don't have enough money. Some want to study but have to work due to financial difficulties.

Money Problems and Education: Lack of money makes it hard for families to pay for education. This leads to kids leaving school or not continuing their studies.

Trying to Provide Education: Despite money problems, some families try to give education, but it's challenging due to other issues.

Help from Government or Others: Families say they don't get enough help from the government or groups for free education or scholarships, making kids start working early.

Dreams and Money Troubles: Kids dream big, but financial problems often stop them from reaching these dreams.

Knowing Education's Value: Some families understand how important education is, even with difficulties. But traditional ideas about girls and money challenges affect decisions.

Wanting Help and Affordable Education: Families wish for affordable education options and external support, emphasizing the need for a low-cost environment where kids can study from classes 1 to 10.

Feeling Sad About Dreams: Parents feel miserable because they can't help their kids achieve their education dreams.

Boys and Girls Education Views: Some families follow old ideas that girls don't need much education, affecting decisions about whether to educate girls.

Key Findings:

- **Money Problems Main Issue:** Families struggle because of not having enough money for kids' education.
- **Need for Affordable Education:** Families want affordable ways for kids to study.
- **Dreams Unfulfilled Hurt:** Parents and kids feel bad when they can't reach their education dreams.
- **Girls Need Equal Education:** We need to change old ideas about girls' education.
- **Government and Groups Can Help:** More help from the government and groups can make a big difference.

Insights

Financial Constraints as a Barrier: Families face the biggest challenge due to financial issues, preventing children from getting a proper education.

Desire for Affordable Options: Families face the biggest challenge due to financial issues, preventing children from getting a proper education.

Desire for Affordable Options: Families express a strong desire for affordable education options, indicating a need for accessible alternatives.

Emotional Impact of Unmet Dreams: Parents and children share the

emotional burden of unfulfilled educational dreams, highlighting the importance of addressing these emotional aspects.

Gendered Educational Challenges: Traditional views about girls' education influence decisions, emphasizing the need to challenge and change these norms.

Limited External Support: Lack of significant support from the government and groups points to the urgency of increased intervention and assistance in the community.

4.1.3 Key Informant Interviews With “Social Worker”

This report shares what we learned from talking to a social worker in Jurain. The social worker has been helping people in Jurain for four years. We wanted to find out about the problems kids face when they work instead of going to school and see how we can make things better.

- **Child Labor Impact on Education**

Problem: Kids have to work a lot, making it hard for them to go to school and learn.

Insights: We need to help kids manage their time better and feel good emotionally to learn well.

- **Socio-Economic Factors**

Problem: Families make kids work because they don't have enough money and don't know it's bad.

Insights: We should help families with money, create more jobs, and tell people why child labor is not good.

- **Psychological and Emotional Consequences**

Problem: Working makes kids stressed, and it's tough for them to do well in school.

Insights: We can help by creating safe places, supporting them emotionally, and having fun activities.

- **Challenges and Opportunities**

Problem: Stopping child labor and helping kids get a good education is hard.

Insights: Some families in Jurain are already doing better without making kids work. We can learn from them.

- **Effective Interventions and Programs**

Insights: We can make programs that fit Jurain, like teaching in communities and making rules about going to school.

- **Recommendations**

Insight: Leaders should make rules about going to school, help families with money, and tell people why child labor is not good. Everyone, including the government and community, must work together.

4.1.4 Key Informant Interviews With “Factory Owner”

Qualitative Data Analysis and Findings: Understanding Child Labor

- **About the Factory:** The factory makes clothes and has about 200 workers. The owner said the reason for hiring kids in factories is because these kids' families are having a hard time, and the job helps them. One of the factory owners Omar Faruk said, “We do not want to hire kids in our factory, but the parents of the kids usually come to us, and they request us to keep their kids in our factory. If they can make some money out of it, it will be a big help to meet their financial crisis”.
- **Child Labor Practices:** The owner admits to hiring kids, saying it's to help families facing money problems. They know it's against the rules but think it's needed to support families.
- **Reasons and Challenges:** The main reason for hiring kids, according to the owner, is to assist families facing financial trouble. They know it's not great and might cause problems for the factory's reputation.
- **Working Conditions and Challenges:** The factory tries to keep a good working environment, but it's tough because of tight deadlines and the different needs of workers, including kids. The owner talks about the difficulties of hiring kids, like making sure they're safe and happy. They worry that hiring kids might make the factory and the whole industry look bad.
- **Solutions and Interventions:** The owner feels stuck because helping families now might cause problems later. They want to find a balance between helping families and doing what's right for the kids and the industry. The owner isn't sure how to fix things but knows something needs to change. They want everyone – the government, groups, and the community – to work together to find better solutions. The owner believes that everyone needs to join forces to tackle the root causes of child labor, like families struggling with money.

4.2 Quantitative Data Analysis and Findings

4.2.2 Demographics

In this section, we present an overview of the demographic characteristics of the survey respondents.

Figure 1: Distribution of Age

The analysis of respondents' ages reveals a mean age of 14, indicating a relatively young sample. This skew towards a younger demographic may influence the interpretation of subsequent findings, particularly in the context of education and work.

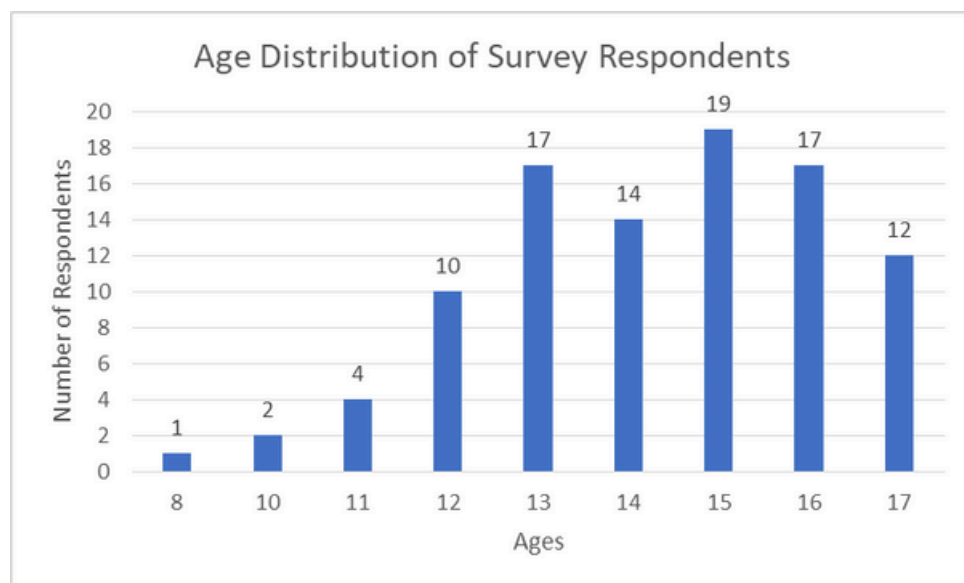


Figure 1

"The average age of respondents was 14 years, with a range from 08 to 17 years."

The chart illustrates that the majority of respondents fall within the 12 to 16 age range, highlighting the concentration of responses in this particular cohort.

Figure 2: Gender Distribution

Gender distribution among respondents demonstrates a significant imbalance, with males comprising 70.83% and females 29.17%. This gender disparity is noteworthy and could have implications for understanding experiences related to child labor and education.

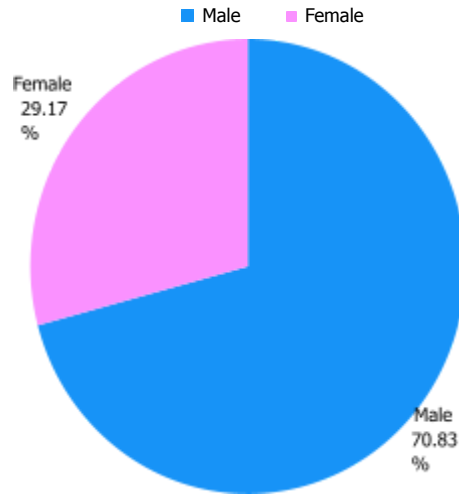


Figure 2

The pie chart visually represents the unequal gender distribution, emphasizing the need to consider gender-specific dynamics in further analyses.

Figure 3: Highest Class Studied

Exploring the highest class studied by respondents, the average response of 4 suggests that the majority of respondents have completed education up to a relatively lower grade. This finding may contribute to insights into the relationship between education levels and engagement in child labor.

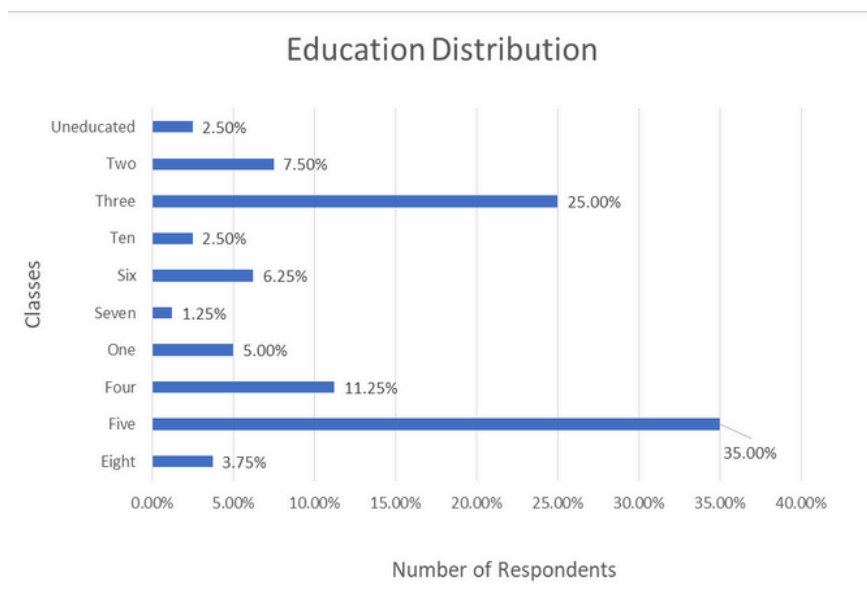


Figure 3

"The majority of respondents (35%) have an education qualification of Class Five.

The figure illustrates the spread of respondents across different educational levels, with a concentration in the lower grades. This distribution sets the stage for a deeper examination of the intersection between education and child labor.

4.2.3 Education

In this section, we delve into the educational aspects of the survey respondents, shedding light on their current school attendance, reasons for non-attendance, and the impact of work on their education.

Figure 4: School Attendance Distribution

Analyzing the school attendance distribution, a staggering 85.42% of respondents are not currently attending school, while only 14.58% are actively enrolled.

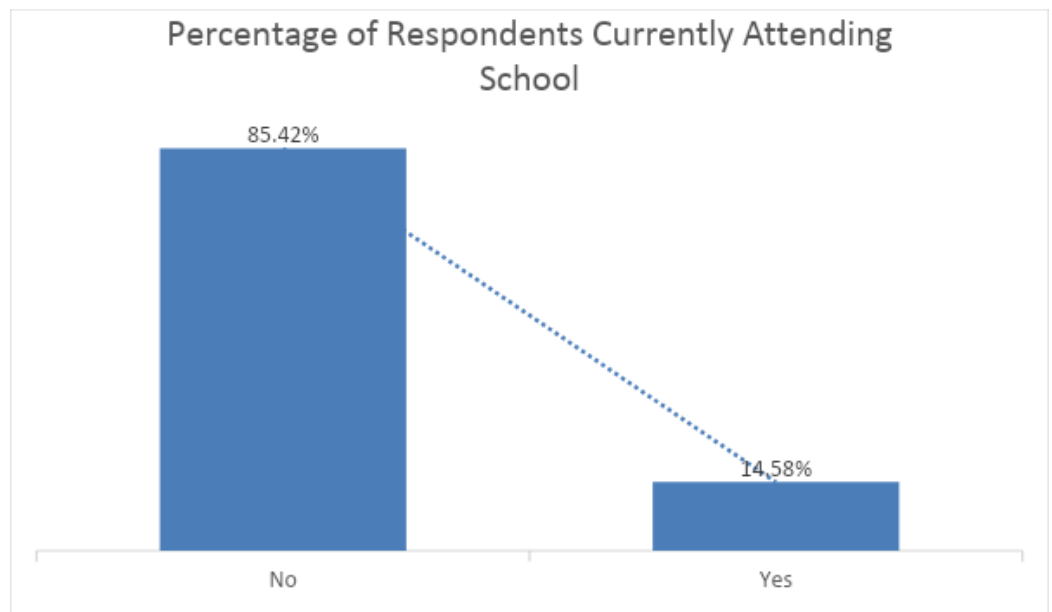


Figure 4

This bar chart vividly illustrates the significant proportion of non-attendees, prompting further investigation into the reasons behind their absence.

Figure 5: Reasons for Non-Attendance

Among non-attendees, "Don't like study" (27.50%) and "Financial crisis" (38.75%) emerge as predominant reasons. This pie chart provides a concise visual representation of the main factors contributing to

non-attendance.

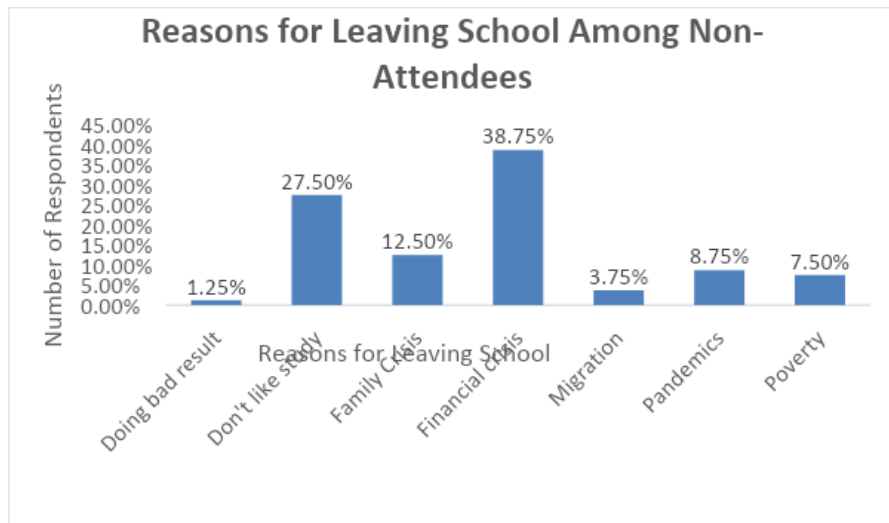


Figure 5

Understanding these reasons is crucial for formulating targeted interventions and policies to address the barriers to education faced by the respondents.

Figure 6: Work Hours and Education Impact

Exploring the impact of work on education, a histogram depicting the distribution of working hours reveals that most respondents work for 12 hours a day.

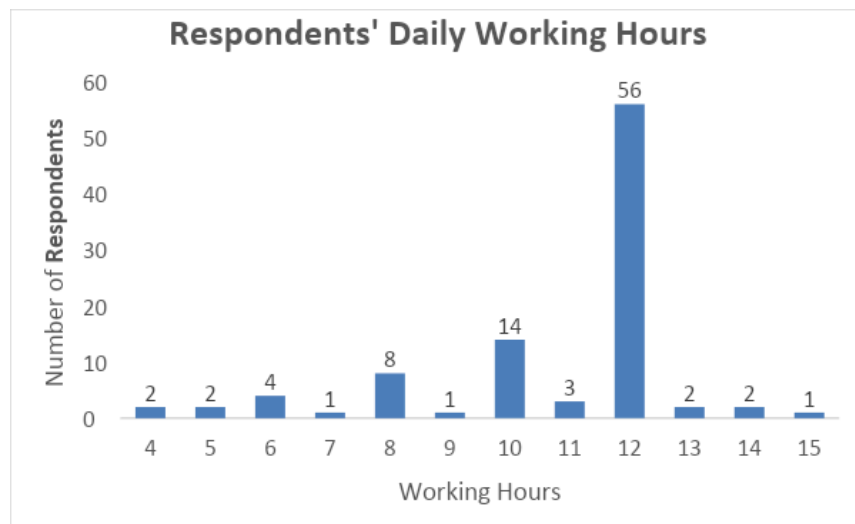


Figure 6

This chart serves as a foundation for understanding how the duration of work may influence students' ability to concentrate on their studies, providing valuable insights into the complex interplay between work and education.

Figure 8: Primary Obstacles to Achieving Dreams

Delving into the obstacles identified by respondents in achieving their dreams, "Financial crisis" stands out as the predominant challenge, noted by 51.61% of respondents.

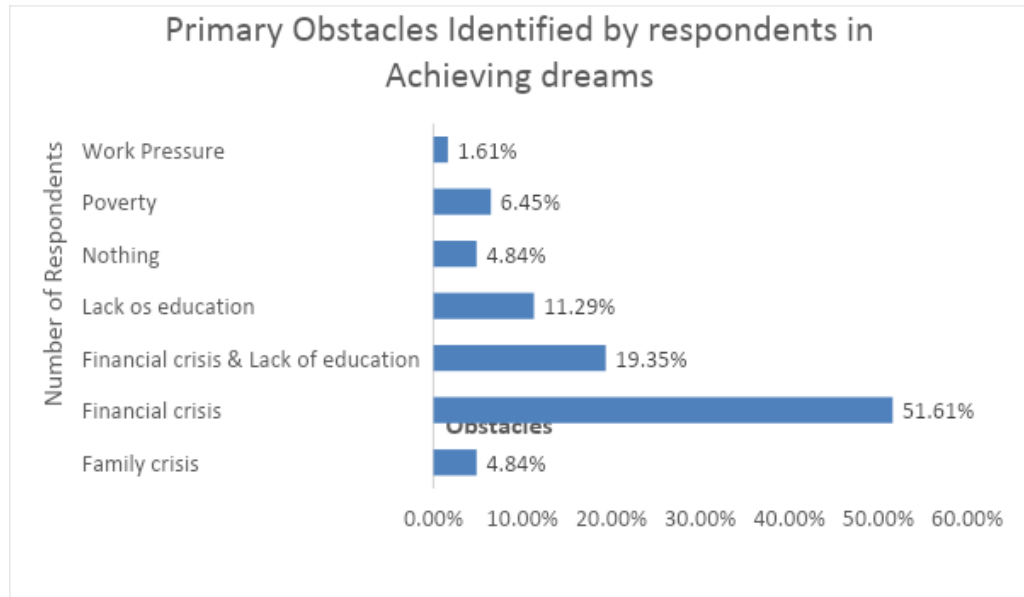


Figure 8

This chart succinctly illustrates the primary hurdles perceived by respondents, emphasizing the critical role of financial stability in realizing their aspirations.

4.2.4 Dreams and Aspirations

In this section, we unravel the dreams and aspirations of the survey respondents, gaining insights into their future aspirations and the perceived obstacles hindering the realization of these dreams.

Figure 7: Common Dreams of Respondents

Exploring the common dreams of respondents, the bar chart highlights the diversity of aspirations. "Businessman" emerges as the most frequent dream, with 23.86% of respondents expressing this ambition.

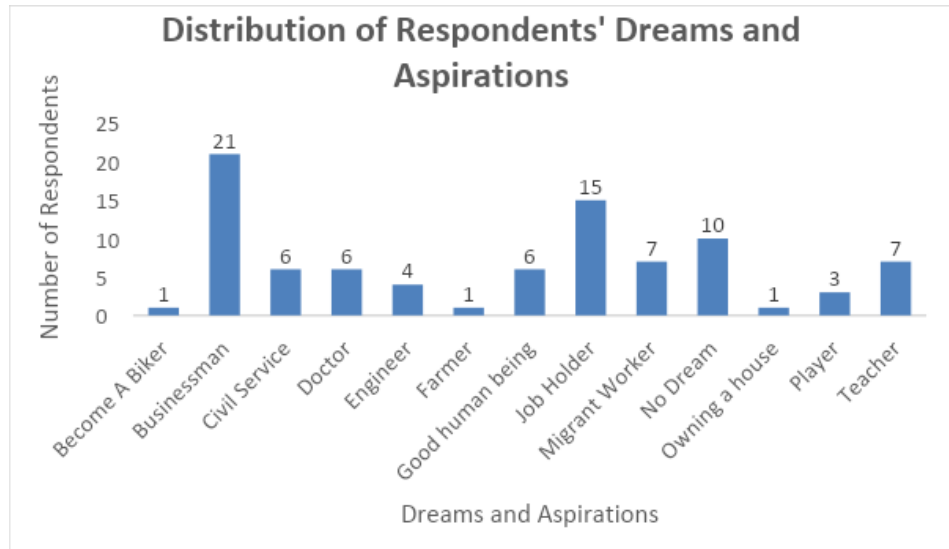


Figure 7

This bar chart visually encapsulates the range of dreams, providing a nuanced understanding of the varied career aspirations of the surveyed individuals.

4.2.5 Support for Education

In this section, we explore the extent of support received by respondents for continuing their education despite work responsibilities.

Figure 11: Percentage of Respondents Receiving Support

The chart below displays the percentage of respondents who received support for education. It is evident that 26.04% of the respondents have received assistance to continue their education while balancing work responsibilities.

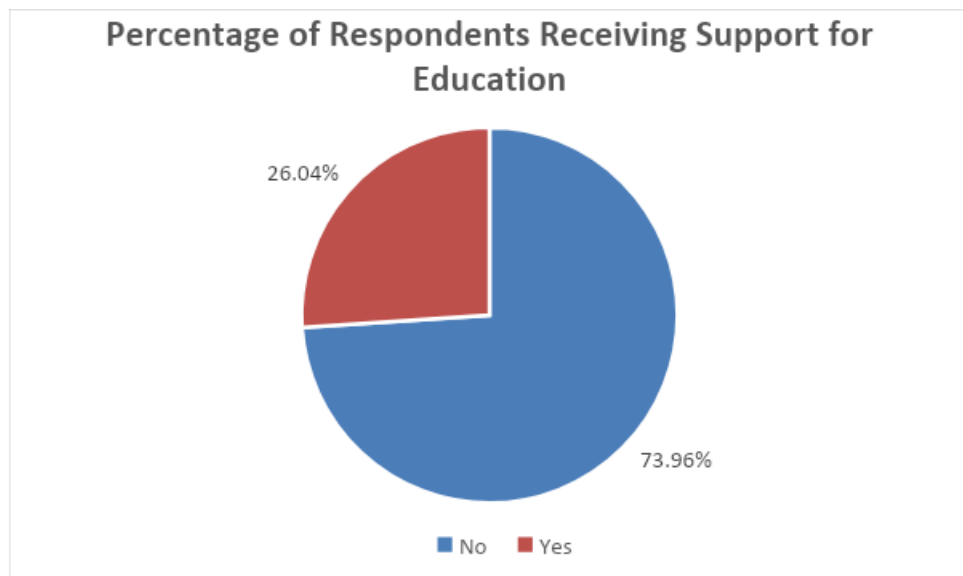


Figure 11

Figure 12: Types of Support Received

Further delving into the types of support received, respondents reported a variety of assistance, as depicted in the stacked bar chart below.

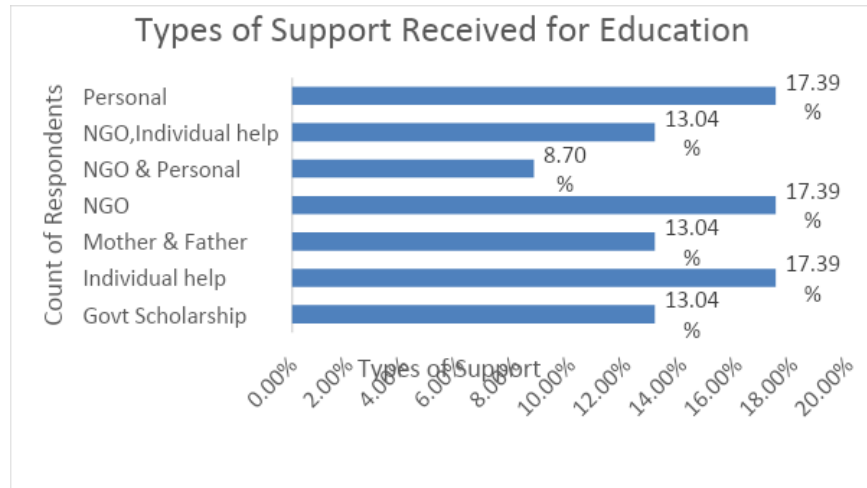


Figure 12

4.2.6 Financial and Cultural Factors

In this section, we examine the financial and cultural factors that may influence respondents' access to education.

Figure 13: Financial Burden of Education

The analysis of whether the cost of education is a significant financial burden for the respondents is presented in the chart below. Approximately 45.83% of the respondents affirm that the cost of education poses a financial challenge for their families.

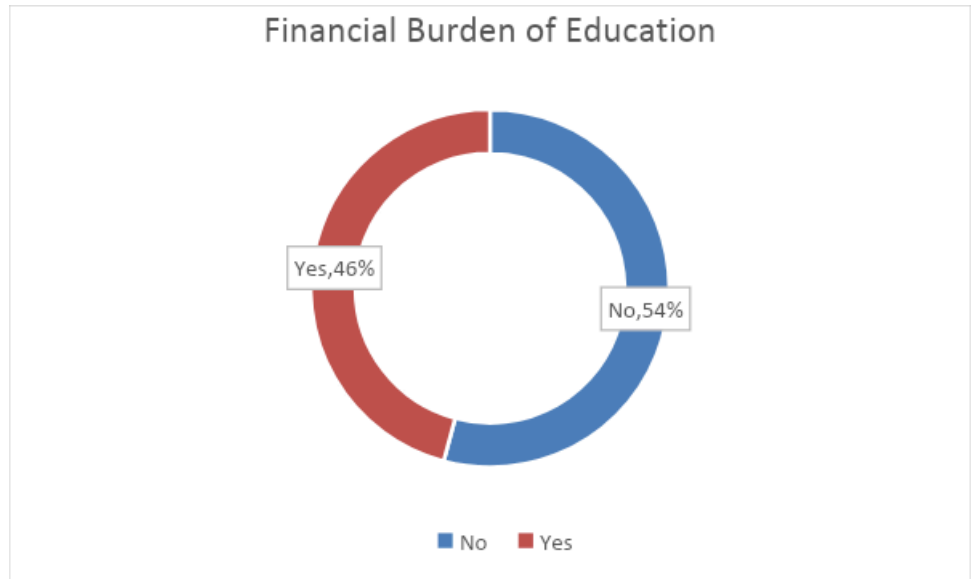


Figure 13

This insight indicates the financial considerations that families must grapple with in supporting their children's education.

4.2.7 Emotional Well-being

This section delves into the emotional well-being of respondents, exploring stress, anxiety, and the support mechanisms they seek.

Figure 15: Respondents' Rating of Emotional Well-being

The analysis of respondents' self-reported ratings of their stress, anxiety, and emotional well-being related to labor and education is represented in the chart below. The majority of respondents (37.78%) rate their emotional well-being as 5 on a scale of 1 to 5.

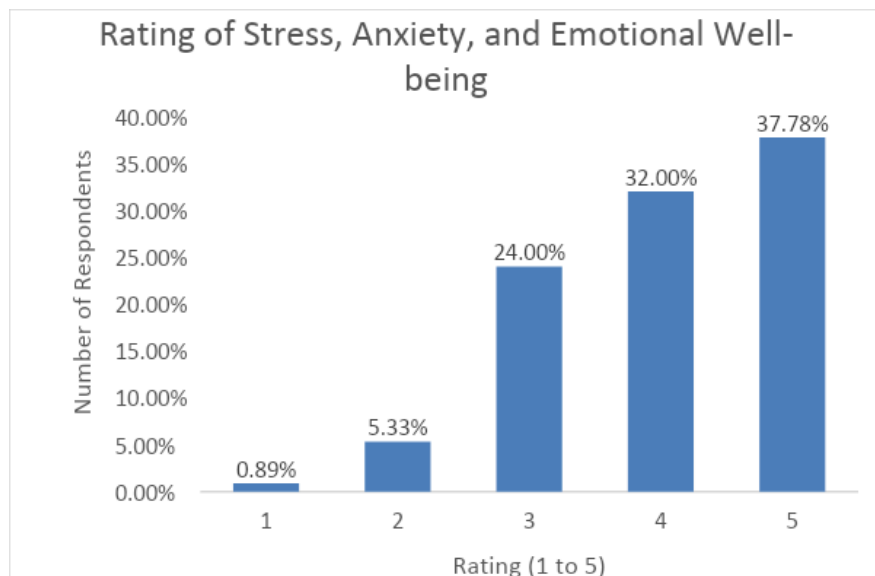
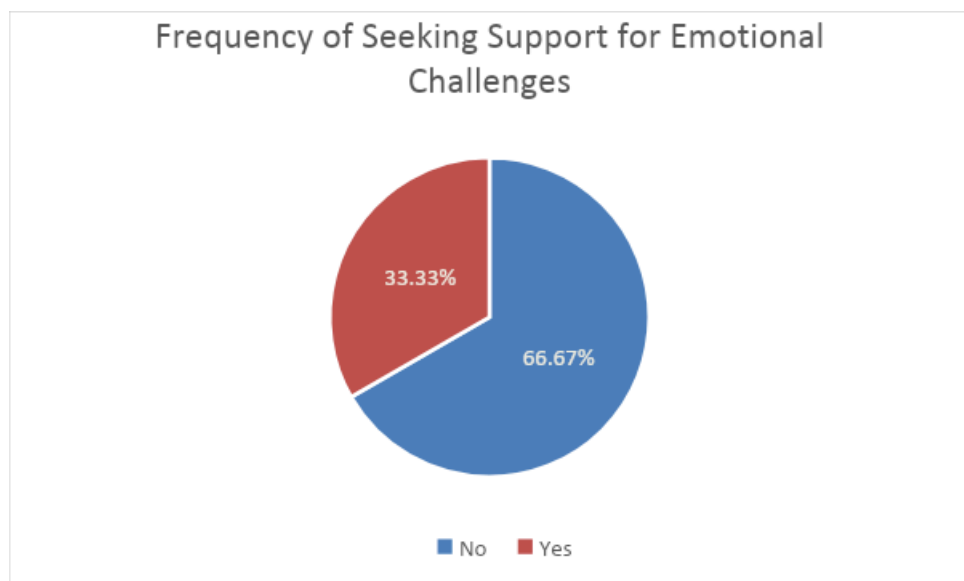


Figure 15

This finding provides an understanding of the emotional experiences of respondents in the context of their labor and education engagement.

Figure 16: Seeking Support for Emotional Challenges

The pie chart below illustrates the prevalence of seeking support for emotional challenges among respondents. Approximately 33.33% of respondents report seeking support or talking to someone about the emotional challenges they face due to their work.

**Figure 16**

This insight sheds light on the coping mechanisms and support networks that respondents rely on to navigate emotional challenges associated with their labor activities.

Chapter 5: Democracy and Human Rights

Alignment

In the busy streets of Jurain, where kids should be laughing and playing, a serious problem exists — many children are working instead of going to school. This is called child labor. More appallingly, many of these children are engaged in hazardous child labor. As we learn about these kids' lives, we see a big problem: their dreams are being lost because they have to work so much. This is more than just numbers; it's about basic human rights being ignored.

Every child, who represents hope, should have some basic things: the right to go to school, be safe, and dream about their future. But in Jurain, these rights are often ignored because kids are forced to work. These young shoulders, meant for carrying backpacks, end up carrying heavy work burdens instead, taking away the joy of being a child.

As we studied their lives, we discovered stories that show us the many challenges they face. For a lot of them, going to school is just a dream because they have to work in places with lots of machines. Each child, working hard to make things we use every day, has a story we don't hear. The right to education, which is a really important human right, is lost because of money problems. These children are caught in a cycle that keeps them from learning and building a better future.

Now, it's our job to help these kids. Making sure every child can go to school is not just the right thing; it's a promise to protect human rights. We need to create a place where education is not a special thing some kids get; it's something every child should have, like a gift. This is a big task that needs everyone — the government, communities, and people from all walk of life— to work together. We must remove the things that stop these kids from having a good life. We talk about democracy that is meant to provide equal opportunities for all. In that sense ensuring quality education for all children is also the commitment of a democratic state. We should tell everyone about their problems and ask for help to make things right. This is not just about fixing one thing; it's about changing the story for these children. Even though it might be hard, the goal is a world where every child can be happy, free from the problems of child labor, and have all the rights they deserve.

Chapter 6: Recommendations

6.1 Education Policy and Implementation

- **Strengthen Access to Education:** Develop and implement policies that address barriers to education, particularly for those engaged in labor activities. And explore strategies to ensure access to education during crises such as pandemics or economic downturns.
- **Financial Support Programs:** Advocate for financial support programs targeting families facing economic challenges, making education more affordable.

6.2 Gender-Responsive Measures

- **Address Gender Disparities:** Develop interventions that address the gender disparities observed in education and labor among respondents.

6.3 Support Systems for Emotional Well-being

- **Mental Health Support:** Establish support systems within schools or communities to address the emotional challenges faced by children involved in labor activities.

6.4 Collaboration and Awareness

- **Inter-Sectorial Collaboration:** Encourage collaboration between government agencies, NGOs, and community organizations to create a holistic support system.
- **Community Awareness Programs:** Implement awareness programs to educate communities on the importance of education and child rights.

6.5 Continuous Monitoring and Evaluation

- **Regular Assessments:** Advocate for regular assessments and evaluations of educational policies and their impact on children involved in labor.
- **Flexibility in Policies:** Ensure that policies are flexible and adaptable to changing circumstances, ensuring inclusivity.

Chapter 7: Conclusion

Child labor is one of the barriers of the development...

The purpose of the studies is to

We have shown through our studies..... (findings analysis and summery)

To sum up,(recom)

In the final chapter, we draw together the key findings and insights obtained from the data analysis, offering a comprehensive understanding of the interplay between child labor, education, and various socio-economic factors. The conclusions derived from this research aim to inform future initiatives and policies addressing the challenges faced by children engaged in labor while pursuing an education.

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