

## Effects of Child Labour on Children's Academic Progression and Achievement in Rural Zambia

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### ABSTRACT

*In most developing countries, child labour has long been a critical social issue that requires deliberate government effort. In Zambia, the government introduced free primary school education in 2003 so that every child of school going age could access basic primary education. However, many children of school-going age have continued to stay out of school because they get engaged in work of one kind or another, (Kaguamba,2011). Hence, this study sought to determine the impact of child labour on academic progression of children in rural Zambia.*

**Aim/Objective:** *The objective of this study was to determine how child labour was perceived and how it impacted the academic progression of school children especially in the rural areas.*

**Method:** *The study was exploratory and descriptive in design. Qualitative and quantitative methods were used to collect and analyze data. The target population included primary and secondary school pupils, teachers and administrators. The sample consisted of 42 pupils and 14 teachers. Random and purposive sampling techniques were used to select pupils and teachers respectively. Data was collected through focus group discussions, questionnaires and face-to-face interviews. Qualitative data was analyzed thematically while Statistical Packages for Social Sciences (SPSS) was used for quantitative data.*

**Results:** *The study found out that there was a relationship between working before or after school for children and their school attendance and academic progression. It was discovered that children that worked outside their homes both before and after school were likely to absent from school, had poor concentration in class due to fatigue and repeat classes or grade and eventually drop out of school altogether. It was found that low family income, negative perception of education by parents and guardians, low level of education of parents and guardians, and family break downs were among the major causes of child labour. It was concluded that there was a direct relationship between Children working outside their homes and their academic performance and progression.*

**Key Words:** *Child, Child labour, Education, Human Rights, Childhood, Academic Progression, School Dropout*

## INTRODUCTION

Child labour is a phenomenon that is caused by a myriad of factors. A lot of empirical findings show poverty as the greatest determinant of child labour. Low household income prompts parents to send their children to work or ask them to work in the family business or on family farm. This is because the poor families require the earnings of the children in order to contribute to the low household income. Child labour is a major problem in Zambia just like in many other African countries. Through its persistence, child labour has had a huge impact on education, particularly on academic performance and subsequently, on academic progression of the learners. Even though the government introduced free primary education, many children of school-going age have continued to stay out of school and get engaged in work of one kind or another. Child labour in most developing countries has long been a critical issue. This is not only because child labour is a moral issue but also because of its significant impact on children's development which is a decisive factor for a country's future growth and development, (Edmonds, 2006).

Jenns et al (2001) found that, an estimated 61 million children of primary school age were out of school globally between the years 6 and 18. Primary school education, besides inculcating basic skills and knowledge into a child, is also the gateway to all higher levels of education that train the various professionals needed by a country. Thus, when a large number of children fail to complete primary education, the economic growth of a country is highly constrained. Child labour is one of the key factors influencing school performance, attendance and even eventual academic progression. According to the recent global estimates by the International labour organization (ILO) 2010 report, 215 million children in the world are affected by the issues of child labour. Out of this figure, 153 million of them fall in the 5-14 age group while 62 million are in 15-17 age group.

In Africa, the situation of child labour is quite gloomy. This is because there are about 65 million children involved in child labour. According to the ILO (2010) report, this accounts for about 30 percent of the world's out-of school children. These statistics show that child labour is prevalent among children aged 5-14. In addition, child labour is prevalent especially in rural areas where the capacity to enforce minimum age requirements for work is lacking. However, children work for a variety of reasons.

## PROBLEM STATEMENT

Globally, about 215million children are affected by child labour and are out of school. Thirty percent of these children are in less developed countries, ILO (2010). At national level, Child labour constitutes an important obstacle to achieving universal quality education in Zambia. In Chibombo District, central Zambia, the situation is not any better. School going Children are made to skip school and work so as to help their families to make ends meet. Thus, they are denied an opportunity to acquire the knowledge and skills needed for gainful future. Child labour not only

harms the welfare of individual children, but also slows broader national developmental efforts, (Muindi 2012). The Zambian government introduced Free Primary Education in 2003 in order to accord every child access basic primary school education. However, this has not been achieved due to among other factors, child labour, (Kaguamba, 2011). It was, therefore, on the basis of this background that this study sought to examine the effect of child labour on children's academic performance and progression in Zambia's Chibombo District, Central Province.

## OBJECTIVES OF THE STUDY

- To ascertain the effect of child labour on the children's ability to learn in rural Zambia
- To establish the causes of child labour in rural Zambia
- To determine the extent to which child labour affects academic progression of the children involved

## RESEARCH QUESTIONS

- What are the causes of child labour in Zambia?
- What forms of child labour do children generally engage in?
- In what ways does child labour affect a child's performance in school?

## LITERATURE REVIEW

### *Human Capital Theory*

The study was guided by the human capital theory, which proposes that investing in humans through training or education increases their productivity and hence raises their future earning potential. The human capital theory was originally propagated by Theodore Schultz in 1961 and was further developed by Gary Becker in 1964 (Wells, 2009). This entails that when children go through school, they gain knowledge and skills which increases their productivity and earning potential in future employment. Thus, grounding this study on human capital theory was found to be appropriate. The human capital theory views formal education as highly instrumental and necessary in improving the earning capacity of people. According to Swanson and Holton (2001), greater productivity results in greater wages for individuals. Thus, individuals primarily make investments in schooling and other forms of human capital to earn a return, that is, increase their income in the future.

### **Empirical Review of Data**

Khan (2003) carried out a study in Latin America on the determinants of child labour and examined the socio-economic variables which affect the parents' decisions regarding children's time utilization. The study used case study design and one major finding of the study is that children from rich families, and who have literate parents are more likely to go to school and less likely to work. The results of the study also revealed that school attendance is negatively and child labour is positively related to household size. However, contrary to these findings, when children are subjected to long hours of heavy part-time work, for instance, in the evening after school, they are

left with little or no time to devote to their studies. They also experience a lot of fatigue that may make them become highly unproductive in class the following day. If this occurs on a daily basis, it ultimately results in a decline in the academic performance of these children and thus affect their academic progression. Constant fatigue may also cause these children to absentee themselves from school. Chronic absenteeism and poor academic performance may make these children to finally drop out of school.

In Bangladesh, Khanam (2008), in a study of child labour and academic performance, sought to understand better the determinants of child labour and schooling. The study used data based in rural Bangladesh, and considered children aged 5-17 living in rural households in which both parents were present. The sample size consisted of 1,628 children. A multinomial log model was used in estimating the determinants of child labour and schooling. The study found that education of parents significantly increased the probability that a school-aged child would specialize in studying (schooling); and that the presence of very young children (aged 0-4) in the household increased the likelihood that a school-aged child would combine study with work. The study also found that girls were more likely than boys to combine schooling with work.

In Africa, a number of studies to linking child labour to poverty have also been conducted. For example, in a study of the nature and extent of child labour in Zimbabwe, Musandire (2010) found that poverty, increased cost of education and cultural practices, were some of the causes of child labour. He concluded that poverty and in particular household poverty spurred parents to send their children to work instead of school, and especially when the family income was so low meet family expenses.

In Nigeria, Omokhodion and Uchendu (2010) conducted a cross-sectional study on perception and practice of child labour among parents of school-aged children. Questionnaires and interviews were used to gather data from the parents. The findings of the study revealed that 39% of parents thought their school-aged children should work; this view was held by more women than men especially those from polygamous homes and those with lower educational status. The reasons given by the parents for preferring their children to work were: to supplement family income (45%), to gain experience (35%), and to help in family business (10%). Finally, 50% of the parents reported that their school-aged children were working. The findings of this study portray household poverty as the greatest factor that compels parents in Nigeria to put their school-aged children to work at the expense of schooling.

Moyi (2006) conducted a study on child labour and schooling in Ghana and Kenya. The study examined how the household characteristics and government policy impact child labour and school attendance in Ghana and Kenya. Using household-level data from the Statistical Information and Monitoring Program on Child Labour of the International Labour Organization (ILO) and the

Multiple Indicator Cluster Survey (MICS) developed by the United Nations Children's Fund (UNICEF), this study compared the nature and determinants of child labour and/or school attendance in Ghana and Kenya. This study found that differences exist between Ghana and Kenya in the relationship to child labour and poverty and schooling. Across both countries, in poor households, the struggle to survive made it very difficult for parents to invest in their children's education.

More children in Zambia are falling victim of many forms of child labour even without realizing its infringement of their rights. According to the inter-agency country report for 2012 for Understanding Children's Work (UCW), Child involvement in employment remains very high in Zambia with more than one out of every three children aged 7-14 years, some 950,000 children in absolute terms are at work in employment. This presents about 28% of children under the age of 13 years, which is the absolute minimum age specified for light work in the amended Employment of Young Persons and Children (EYPC) Act of 2004 No.27, are in employment in Zambia and are unable to attend school.

## **METHODOLOGY**

The study was exploratory and descriptive in design. The purpose of this mixed approach in design was to secure evidence concerning all existing situations and provide a relatively simple and straight forward explanation of the phenomenon of Child Labour. The target population included primary and secondary school pupils, teachers and administrators. In this study, the target population referred to people that conformed to the eligibility criterion and who were reachable by the researcher. The target population included the learners and teachers at three schools namely Kamaila Primary School, Kamaila Secondary School, and Mwayansuka Secondary School.

A total of 56 respondents were selected for this study. There were 42 learners, and 14 teachers. Random sampling was used to select pupils while purposive sampling was used to select teachers and administrators. Qualitative and quantitative methods were used to collect data. Data was collected through focus group discussions, questionnaires and face-to-face interviews. An interview was conducted with the key informants, that is, the administrators. The interview was carried out using the standard interview guide. Focus group discussion was used to collect data among the primary school pupils in lower primary grades. Qualitative data was analyzed thematically while quantitative data was analyzed using Statistical Packages for Social Sciences (SPSS) version 21.

## **ETHICAL CONSIDERATIONS**

Ethical issues were considered when carrying out this study as all the research participants were informed about the purpose of the study and that their participation in it was purely voluntary. Confidentiality of participants was assured and maintained.

## PRESENTATIONS AND DISCUSSION OF THE RESULTS

### Responses from the Pupils

**TABLE 1: DISTRIBUTION OF THE PUPILS ACCORDING TO THE SCHOOL**

	Frequency	Percent	Valid Percent	Cumulative Percent
MWAYASUNKA SEC	9	21.4	21.4	21.4
MWAYASUNKA PRIM	10	23.8	23.8	45.2
KAMAILA	23	54.8	54.8	100.0
Total	42	100.0	100.0	

The table above shows that out of 42 pupils that responded to this study, 9 (21.4%) were from Mwayasunka Secondary, 10 (23.8%) were from Mwayasunka Primary, and 23 (54.8%) were from Kamaila Primary and Secondary.

**TABLE 2: DISTRIBUTION OF THE RESPONDENTS BY SEX**

	Frequency	Percent	Valid Percent	Cumulative Percent
MALE	21	50.0	50.0	50.0
FEMALE	21	50.0	50.0	100.0
Total	42	100.0	100.0	

On gender distribution, out of the 42 respondents, 21 (50.0%) were male and 21 (50.0%) were female.

**TABLE 3: AGE OF THE RESPONDENTS**

	Frequency	Percent	Valid Percent	Cumulative Percent
6-8	1	2.4	2.4	2.4
9-13	9	21.4	21.4	23.8
14-17	16	38.1	38.1	61.9
18-20	16	38.1	38.1	100.0
Total	42	100.0	100.0	

Table 3 above indicate that out of the 42 respondents, 1 (2.4%) was between 6-8 years old, 9(21.4%) were between 9-13 years old, 16(38.1%) were between 14-17 years and 16(38.1%) were between 18-20 years old.

**TABLE 4: YEARS IN SCHOOL**

	Frequency	Percent	Valid Percent	Cumulative Percent
1	5	11.9	11.9	11.9
10	3	7.1	7.1	19.0
11	3	7.1	7.1	26.2
12	3	7.1	7.1	33.3
2	1	2.4	2.4	35.7
3	7	16.7	16.7	52.4
4	8	19.0	19.0	71.4
5	1	2.4	2.4	73.8
6	9	21.4	21.4	95.2
7	1	2.4	2.4	97.6
9	1	2.4	2.4	100.0
Total	42	100.0	100.0	

Table 4 above shows the length of time the respondents have been in school. 5 (11.9%) have been in school for one year; 1 (2.4%) has been in school for 2 years; 7 (16.7%) been in school for 3 years; 8 (19%) been in school for 4 years; 1(2.4%) been in school for 5 years; 9(21.4%) been in school for 6 years; 1(2.4%) been in school for 7 years; 1(2.4%) been in school for 9 years; 3(7.1%) been in school for 10 years, 11 years and 12 years respectively.

**TABLE 5: CAUSE OF WORKING FOR A LIVINIG**

	Frequency	Percent	Valid Percent	Cumulative Percent
PEER INFLUENCE	4	9.5	9.5	9.5
POOR FAMILY	10	23.8	23.8	33.3
MANY CHILDREN IN THE FAMILY	6	14.3	14.3	47.6
NAGATIVE ATTITUDE OF PARENTS TO EDUCATION	7	16.7	16.7	64.3
SINGLE PARENT FAMILY	6	14.3	14.3	78.6
TO SUPPORT MYSELF AS AN ORPHAN	3	7.1	7.1	85.7
OTHER	6	14.3	14.3	100.0
Total	42	100.0	100.0	

According to findings in Table 5 above 10 (23.8%) of the respondents indicated that they were forced to work for a living due to their family being poor; 7(16.7%) stated that it was due to the negative attitude of their parents to their education; 6 (14.3%) stated that it was due to their families being large( many siblings); another 6(14.3%) further indicated that they worked due to the fact their they were being taken care of by a single parent, usually a mother; 4(9.5%) said it was due to peer influence; and 3 (7.1%) said it was because they were orphans and needed to support themselves.

**TABLE 7 MOTIVATION TO WORK**

	Frequency	Percent	Valid Percent	Cumulative Percent
I AM FORCED	8	19.0	19.0	19.0
Valid I DO IT WILLINGLY	34	81.0	81.0	100.0
Total	42	100.0	100.0	

Table 7 above indicates that 8(19%) were forced to work while 34(81%) said they did the work willingly.

**TABLE 8 ABSENCE FROM SCHOOL**

	Frequency	Percent	Valid Percent	Cumulative Percent
ONCE A WEEK	4	9.5	9.5	9.5
TWICE A WEEK	1	2.4	2.4	11.9
Valid SOMETIMES	7	16.7	16.7	28.6
NEVER	30	71.4	71.4	100.0
Total	42	100.0	100.0	

According to table 8 above, 1 (2.4%) indicated that they are absent from school twice in a week; 4 (9.5%) said they were absent from school once in a week; 7 (16.7%) said they are sometimes absent and 30 (71.4%) said they were never absent.

**TABLE 9 WORK MAKING YOU TO BE ABSENT FROM SCHOOL**

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	5	11.9	11.9	11.9
Valid NO	37	88.1	88.1	100.0
Total	42	100.0	100.0	

Table 9 represents responses to the question whether working made the respondents absent from school. Out of the 42 respondents, 5 (11.9%) said they were absent from school due to work, while 37 (88.1%) said working did not cause them to be absent from school.

**TABLE 10 WORK MAKE YOU HAVE POOR CONCENTRATION**

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	8	19.0	19.0	19.0
Valid NO	34	81.0	81.0	100.0
Total	42	100.0	100.0	

In Table 10, out of 42 respondents, 8 (19%) indicated that working made them have poor concentration at school, while 34(81%) said that working did not cause them to have poor concentration at school.

**TABLE 11 LAST TERM'S PERFORMANCE**

	Frequency	Percent	Valid Percent	Cumulative Percent
VERY GOOD	28	66.7	66.7	66.7
GOOD	8	19.0	19.0	85.7
Valid FAIR	3	7.1	7.1	92.9
POOR	3	7.1	7.1	100.0
Total	42	100.0	100.0	

In table 11, out of 42 respondents, 28(66.7%) indicated that their performance in school was very good; 8(19%) said that their performance in school was good; 3 (7.1%) said it was fair and another 3(7.1%) indicated that their performance was poor.

### Teachers Responses

**TABLE 12 YEARS OF EXPERIENCE OF THE TEACHERS**

	Frequency	Percent	Valid Percent	Cumulative Percent
5YEARS AND BELOW	4	28.6	28.6	28.6
6-10	4	28.6	28.6	57.1
Valid 11-15	4	28.6	28.6	85.7
16-20	1	7.1	7.1	92.9
21-25	1	7.1	7.1	100.0
Total	14	100.0	100.0	

According to table 12, 4(28.6%) of the teachers had up to 5 years work experience, another 4 (28.6%) had between 6-10years work experience and another 4 (28.6) had between 11-15years work experience. 1 (7.1%) had between 16-20years work experience and another 1 (7.1%) had between 21-25years work experience.

**TABLE 13      EXISTENACE OF CHILD LABOUR**

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	7	50.0	50.0	50.0
A	4	28.6	28.6	78.6
Valid N	2	14.3	14.3	92.9
D	1	7.1	7.1	100.0
Total	14	100.0	100.0	

In table 13, when the respondents were asked whether they thought child labour existed in the community surrounding their schools, 7 (50%) strongly agreed that it did; 4 (28.6%) agreed. 2 (14.3%) were neutral and 1(7.1%) disagreed.

**TABLE 14      LOW FAMILY INCOME**

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	12	85.7	85.7	85.7
Valid A	2	14.3	14.3	100.0
Total	14	100.0	100.0	

Table 14 represents the teachers' responses on whether low family income caused child labour. Out of 14 respondents, 12 (85.7%) indicated strongly agreed while 2 (14.3%) agreed that it was a factor.

**TABLE 15      UNEDUCATED PARENTS**

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	3	21.4	21.4	21.4
A	7	50.0	50.0	71.4
Valid N	1	7.1	7.1	78.6
D	3	21.4	21.4	100.0
Total	14	100.0	100.0	

In table 15, 3 (21.4%) of the respondents strongly agreed that the low education among the parents caused child labour. 7 (50%) agreed that low education among the parents caused child labour. 1 (7.1%) were neutral while 3 (21.4%) disagreed.

**TABLE 16 FAMILY BREAK UPS**

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	8	57.1	57.1	57.1
Valid A	6	42.9	42.9	100.0
Total	14	100.0	100.0	

Table 16 indicates that 8 (57.1%) strongly agreed that family breakdowns caused pushed children into working while 6(42.9%) agreed that family break ups caused child labour.

**TABLE 17 PUPILS DONT ATTEND SCHOOL REGULARLY**

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	12	85.7	85.7	85.7
Valid NO	2	14.3	14.3	100.0
Total	14	100.0	100.0	

Table 17 represents the responses to the question whether there were pupils who did not attend school regularly. Out of 14 respondents, 12(85.7%) said there were pupils who did not attend school regularly while 2 (14.3%) said there were none.

**TABLE 18 CHILD LABOUR CAUSING HIGH CLASS (GRADE) REPETITIONS**

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	7	50.0	50.0	50.0
A	5	35.7	35.7	85.7
Valid N	1	7.1	7.1	92.9
D	1	7.1	7.1	100.0
Total	14	100.0	100.0	

Table 18 indicates responses to the question whether child labour caused high class (grade) repetitions among the pupils, 7 (50%) strongly agreed; 5 (35.7%) agreed; 1 (7.1%) were neutral and 1 (7.1%) disagreed.

**TABLE 19 POOR CLASS CONCENTRATION**

	Frequency	Percent	Valid Percent	Cumulative Percent
SA	11	78.6	78.6	78.6
Valid A	3	21.4	21.4	100.0
Total	14	100.0	100.0	

Table 19 indicates responses as to whether child labour caused poor class concentration among the pupils. 11(78.6%) of the 14 respondents strongly agreed while 3 (21.4%) agreed.

## DISCUSSION OF THE FINDINGS

### EXISTANCE OF CHILD LABOUR

When the teachers were asked whether they thought child labour existed in the community surrounding their schools, 7 (50%) strongly agreed that it did; 4 (28.6%) agreed. 2 (14.3%) were neutral and 1(7.1%) disagreed as depicted in the results in table 13. This was also collaborated by their response on whether there were any pupils in their classes who did not attend school regularly. The results in Table 17 indicate that out of 14 respondents, 12(85.7%) said there were pupils who did not attend school regularly while 2 (14.3%) said there were none. This means that child labour was believed to exist in the communities surrounding the schools and that had a negative impact on the attendance of school by the children in the community. This is further supported by the responses from the pupils in table 8 who stated that they were absent from school for a few days every week due to that fact that they were working. Out of 42 respondents 12 (28.6) indicated that they were absent from school at least once a week.

### POOR CLASS CONCENTRATION

According to Table 19, on child labour and poor class concentration, the results indicate that (78.6%) of the teachers strongly agreed and 21.4% agreed. This means all the class teachers are agreeable that children who are involved in long hours of work, have poor concentration in class due to being fatigued and not getting the required rest.

### CLASS (GRADE) REPETITION

On comparing child labour and academic progression, the results in table 18 indicate that 85.7% of the teacher respondents agreed that child labour was had a negativity impact on the academic progression of the pupils which made them repeat classes or grades. Only 14.2% disagreed. This implies that when children are involved in long hours of work at before and/or after school, they are denied time to study and prepare for school. Consequently, most of the pupils are forced to

repeat classes or grades and eventually drop out of school before completion of the twelfth grade. This was consistent with what, Inganga (2012), found in a study of factors that influence the dropout of boys in public primary schools in Kakamega Central District in Kenya, who found that poor academic performance and repetition of classes discouraged pupils and made them drop out of school.

## **TEACHERS WORK EXPERIENCE**

According to table 12, 4 (28.6%) of the teachers had up to 5 years work experience, another 4 (28.6%) had between 6-10years work experience and another 4 (28.6) had between 11-15years work experience. 1 (7.1%) had between 16-20years work experience and another 1 (7.1%) had between 21-25years work experience. This result shows that teachers working in Chibombo School District had enough working experience of five years or more in their jobs. This means that the majority of the teachers had worked for a relatively long period of time to be conversant with the influence of child labour on pupil education and academic progression.

## **CAUSES OF CHILD LABOUR**

The findings in Table 5 show that 23.8% of the pupils stated being from a poor family caused child labour while 14.3% of the pupils stated that most of the single parents are normally mothers which tends to make it hard for them to send their children to school. This is consistent with a study conducted in 2005 in Kenya that found most families to be female headed. It's quite an uphill task for single parents to cater for all the needs of their families alone. This situation is even made worse in situations where the single parents are unemployed or lack a regular source of income. In such circumstances, the parents many a time are prompted to get their children to work so as to help supplement family income.

Some parents engaged their children in child labour due to their own negative attitude towards education. This was indicated by 16.7% of the respondents. This means that most of the parents' negative perception of education influenced their view of education for their children. They did not attach sentimental value to education and as such they valued their children working more than them going to school.

## **PUPILS' PERCEPTION OF CHID LABOUR**

However, when the pupils were asked whether working caused them to be absent from school, table 9 shows that 88.1% stated that it did not. Further, on whether working made them to have poor concentration in class, 81% said it did not, as indicated in table 10. And when they were asked about their academic performance in last term's assessments, 66.7% of them said it was very good, and 19% said it was good, as indicated in table 11. These results represented a distorted view or perception of what constituted child labour among the pupils. Most of the pupils at Kamaila

primary school considered their involvement in employment before or after school as being part of their natural duty as children. Table 7 show that 81% of the pupils indicated that they involved themselves in employment activities willingly. This indicates that the pupils involved in employment activities did not comprehend the implications of such activities on their rights to education as children as they felt that it was permissible in their environment.

## **CONCLUSION**

Child labour was found to be prevalent in Chibombo District and was found to have a negative influence on school performance academic progression for the children involved. The majority of the children were found to combine work with schooling. The major causes of child labour were determined to be single parenthood, poverty, low educational level, and negative attitude of parents towards education of their children.

Major types of work done by children were household work, farm work and working in family small scale businesses. Involvement of children in employment was found to affect children's education and was largely responsible for the children's poor academic performance thereby proving that such activities had a negative effect on the pupil's academic performance as well as progression.

It was found that there was lack of legislation and enforcement of the many laws that are designed and enacted to protect and enhance children rights to education in Zambia. In order to curb this vice, stringent measures need to be put in place by Government, such as encouraging the public to report any person caught engaging children in child labour.

It can therefore be deduced that Child labour and children's education are closely linked. This conclusion is consistent with the evidence presented in the inter-agency Understanding Children's Work 2009 report that shows that school-related factors are particularly important in explaining the parents' decisions to keep children from school. High schooling costs, lack of interest or approval of schooling and long distance from school were cited by more than one in three adult respondents in explaining why their children were absent from school (UCW, 2009).

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