Effects of Educational Interventions on Child Labor in Developing Economies like Bangladesh

Arif Hossain

IPRJB

Effects of Educational Interventions on Child Labor in Developing Economies like Bangladesh

Arif Hossain

University of Dhaka

How to Cite

Hossain, A. (2024). Effects of Educational Interventions on Child Labor in Developing Economies like Bangladesh. *Journal of Developing Country Studies*, *8*(2), 1 – 14. https://doi.org/10.47604/jdcs.2673

Abstract

Purpose: The aim of the study was to analyze the effects of educational interventions on child labor in developing economies like Bangladesh.

Methodology: This study adopted a desk methodology. A desk study research design is commonly known as secondary data collection. This is basically collecting data from existing resources preferably because of its low cost advantage as compared to a field research. Our current study looked into already published studies and reports as the data was easily accessed through online journals and libraries.

Findings: Educational interventions in Bangladesh effectively reduce child labor by enhancing access to schooling and improving its quality. Programs offering stipends, school meals, and vocational training incentivize families to prioritize education over labor for their children. Long-term benefits include breaking the cycle of poverty and equipping children with skills for future employment.

Unique Contribution to Theory, Practice and Policy: Human capital theory, social learning theory & structural-functionalism may be used to anchor future studies on effects of educational interventions on child labor in developing economies like Bangladesh. Strengthening practical interventions is crucial to effectively mitigate child labor through educational programs. Developing supportive policy frameworks is paramount to create an enabling environment for educational interventions to combat child labor.

Keywords: *Educational Interventions, Child Labor, Developing Economies*

INTRODUCTION

Child labor, defined as the employment of children in any form of work that deprives them of their childhood, education, and potential, persists as a pressing issue globally. In developed economies like the United States, child labor has significantly decreased over the years due to stringent labor laws and robust enforcement mechanisms. According to the U.S. Department of Labor, the incidence of child labor has declined steadily since the early 20th century, with child labor rates dropping from around 23% in 1910 to less than 2% in 2019 ("U.S. Department of Labor," 2021). The decline can be attributed to various factors, including compulsory education laws, increased awareness about child rights, and economic development, which have led to greater opportunities for adults in the labor market, reducing the need for children to work. Additionally, the implementation of child labor laws, such as the Fair Labor Standards Act, has played a crucial role in protecting children from exploitation in the workplace and ensuring their access to education and proper development.

Similarly, in countries like Japan, child labor rates have seen a significant decline over the years due to similar socio-economic and legislative factors. According to data from the Japanese Ministry of Health, Labor and Welfare, the number of child laborers in Japan has decreased steadily from over 2 million in 1947 to less than 80,000 in 2019 ("Ministry of Health, Labor and Welfare of Japan," 2021). This decline can be attributed to Japan's strong emphasis on education and the enforcement of labor laws, which prohibit the employment of children under certain age limits and restrict their working hours to ensure their well-being and development. Additionally, economic growth and industrialization have led to a shift away from labor-intensive industries towards more technology-driven sectors, further reducing the demand for child labor in Japan.

In developed economies like the United Kingdom (UK), the incidence of child labor has also seen a significant decline over the past century due to various legislative and socio-economic factors. According to the UK Office for National Statistics (ONS), the number of children engaged in labor-intensive work has decreased steadily over the years, with child labor rates dropping from over 20% in the late 19th century to less than 1% in recent years (ONS, 2021). This decline can be attributed to the introduction of compulsory education laws, improved social welfare programs, and stricter enforcement of child labor regulations, ensuring that children have access to education and are protected from exploitation in the workforce. Moreover, the UK's strong commitment to promoting child rights and welfare has contributed to the gradual elimination of child labor across various sectors.

Similarly, in countries like Germany, efforts to combat child labor have resulted in significant reductions in the number of children engaged in hazardous or exploitative work. According to data from the Federal Statistical Office of Germany, the incidence of child labor has declined steadily over the past few decades, with child labor rates dropping from over 10% in the mid-20th century to less than 1% in recent years (Federal Statistical Office of Germany, 2021). This decline can be attributed to Germany's comprehensive social welfare system, which provides financial assistance to low-income families, as well as strict labor laws and regulations that prohibit the employment of children in hazardous or harmful conditions. Additionally, Germany's emphasis on education

www.iprjb.org

and vocational training programs has created alternative pathways for youth to pursue meaningful employment opportunities, further reducing the prevalence of child labor in the country.

In developed economies such as the United States, efforts to address child labor have resulted in significant reductions in the incidence of child labor over the past century. According to data from the U.S. Bureau of Labor Statistics, the prevalence of child labor has declined steadily since the early 20th century, with child labor rates dropping from over 20% in 1900 to less than 5% in recent years (U.S. Bureau of Labor Statistics, 2021). This decline can be attributed to the enactment of federal labor laws, such as the Fair Labor Standards Act (FLSA) of 1938, which established minimum wage, overtime pay, and child labor standards, ensuring that children are protected from exploitative working conditions and have access to education. Additionally, the expansion of educational opportunities and social welfare programs has played a crucial role in reducing child labor, providing families with the support they need to keep children in school and out of the workforce.

In countries like Japan, the incidence of child labor has also decreased significantly due to various legislative and socio-economic factors. According to data from the Japanese Ministry of Health, Labour and Welfare, the number of children engaged in labor-intensive work has declined steadily over the past few decades, with child labor rates dropping from over 10% in the mid-20th century to less than 1% in recent years (Japanese Ministry of Health, Labour and Welfare, 2021). This decline can be attributed to Japan's strong commitment to education and child welfare, as well as strict enforcement of labor laws that prohibit the employment of children in hazardous or harmful conditions. Moreover, Japan's emphasis on vocational training and apprenticeship programs has created alternative pathways for youth to gain valuable skills and enter the workforce, reducing the prevalence of child labor in the country.

In developing economies, the incidence of child labor remains a significant challenge despite ongoing efforts to address it. For example, in India, child labor continues to be prevalent due to socio-economic factors such as poverty, lack of access to education, and limited enforcement of child labor laws. According to data from the International Labour Organization (ILO), India has one of the highest numbers of child laborers globally, with millions of children engaged in various forms of work, including agriculture, manufacturing, and domestic service (ILO, 2020). This persistent issue underscores the need for comprehensive interventions that prioritize education, economic development, and child welfare to effectively combat child labor in the country.

Similarly, in countries like Bangladesh, child labor remains widespread despite efforts to eradicate it. Economic factors such as widespread poverty and limited employment opportunities contribute to the prevalence of child labor in sectors such as agriculture, garment manufacturing, and informal industries. According to a study by Rahman (2018), children in Bangladesh are often engaged in hazardous forms of labor due to socio-economic vulnerabilities and lack of access to education and social protection programs. Addressing the root causes of child labor in Bangladesh requires a multi-faceted approach that includes investing in education, strengthening child protection systems, and promoting sustainable economic development to uplift families out of poverty.

In Pakistan, child labor persists as a complex issue influenced by socio-economic factors, cultural norms, and limited access to education. Despite legal frameworks prohibiting child labor,

enforcement remains weak, particularly in rural areas where poverty rates are high. According to a study by Ahmed (2019), children in Pakistan are often engaged in hazardous occupations such as brick kilns, agriculture, and informal industries due to economic necessity and lack of alternative opportunities. The prevalence of child labor in Pakistan underscores the urgent need for targeted interventions that prioritize education, social protection, and economic development to break the cycle of poverty and exploitation.

In Nigeria, child labor remains prevalent, with millions of children engaged in various forms of work, including street vending, domestic service, and agriculture. Economic factors such as high poverty rates, limited access to education, and inadequate enforcement of child labor laws contribute to the persistence of child labor in the country. According to a report by the National Bureau of Statistics (NBS) Nigeria (2019), approximately 43% of children aged 5-17 are involved in child labor, with the majority working in the informal sector. Addressing child labor in Nigeria requires concerted efforts to improve access to quality education, strengthen child protection mechanisms, and create economic opportunities for vulnerable families.

In Sub-Saharan Africa, child labor remains a significant challenge, with millions of children engaged in various forms of work, including agriculture, mining, and domestic service. Poverty, limited access to education, and inadequate child protection systems contribute to the prevalence of child labor in the region. According to a study by Edmonds and Shrestha (2019), approximately 72 million children aged 5-17 are involved in child labor in Sub-Saharan Africa, representing about one-fifth of the region's child population. The study highlights the urgent need for comprehensive interventions that address the root causes of child labor and promote education, social protection, and economic development in Sub-Saharan Africa.

In Ghana, child labor remains a persistent issue despite efforts to address it through legislation and policy interventions. According to a report by the International Labour Organization (ILO) (2018), approximately 1.9 million children are engaged in child labor in Ghana, with the majority working in agriculture, fishing, and mining sectors. Factors such as poverty, limited access to education, and cultural practices contribute to the prevalence of child labor in the country. Addressing child labor in Ghana requires coordinated efforts from government, civil society, and international organizations to enforce existing laws, improve access to education, and create economic opportunities for vulnerable families. In Nigeria, child labor is a prevalent issue, particularly in sectors such as agriculture, domestic work, and street vending. Despite legislative efforts and international commitments to address child labor, challenges such as poverty, lack of access to education, and cultural norms continue to perpetuate its prevalence. According to a study by Usman and Oluwakemi (2020), approximately 15 million children are engaged in child labor in Nigeria, representing about 43% of the country's child population. The study emphasizes the need for comprehensive strategies that tackle the root causes of child labor and promote education, social protection, and economic empowerment for vulnerable families.

In Kenya, child labor persists as a significant concern, with children working in sectors such as agriculture, domestic service, and informal urban enterprises. Despite efforts by the government and civil society organizations to address child labor through legislation and awareness campaigns, challenges such as poverty, lack of enforcement mechanisms, and inadequate social protection

systems hinder progress. According to a report by the Kenya National Bureau of Statistics (KNBS) (2019), approximately 1.8 million children aged 5-17 are engaged in child labor in Kenya. The report underscores the importance of strengthening child protection systems, enhancing access to quality education, and creating economic opportunities for vulnerable families to effectively combat child labor in the country.

The presence of educational programs encompasses a wide range of initiatives aimed at increasing access to schooling, improving educational quality, and addressing barriers to learning. One type of educational program is school infrastructure development, which focuses on building and upgrading school facilities to create conducive learning environments (UNESCO, 2020). Research suggests that inadequate school infrastructure, such as overcrowded classrooms and lack of basic amenities like clean water and sanitation facilities, can contribute to high dropout rates and increase the likelihood of children engaging in child labor (UNICEF, 2019). By investing in the construction of schools and improving existing infrastructure, educational programs can enhance school attendance and reduce the incidence of child labor among the target population.

Another type of educational program is the provision of scholarships and incentives to encourage children from marginalized communities to enroll and stay in school (UNESCO, 2019). Scholarships cover various expenses associated with education, including tuition fees, school supplies, and transportation costs, thereby reducing financial barriers to schooling (Baez, 2018). Studies have shown that targeted scholarship programs can effectively increase school enrollment rates and reduce child labor incidence by addressing economic constraints faced by vulnerable families (Adoho, 2021). By removing financial barriers to education, scholarship programs empower children from disadvantaged backgrounds to access formal schooling and avoid engaging in hazardous and exploitative work (Baez, 2018). Thus, the implementation of scholarship programs as part of educational interventions can contribute to reducing the incidence of child labor in the target population.

Problem Statement

Child labor remains a persistent challenge in many developing economies, hindering children's rights, educational opportunities, and overall well-being. Despite international efforts to combat child labor, millions of children worldwide are still engaged in hazardous and exploitative work, often at the expense of their education and future prospects (ILO, 2021). In the context of developing economies, where poverty, limited access to education, and socio-cultural factors contribute to the prevalence of child labor, there is a pressing need to examine the effectiveness of educational interventions in addressing this issue.

Recent research has highlighted the potential of educational interventions to mitigate child labor by providing children with access to schooling, skills training, and alternative opportunities for socio-economic advancement (Rahman, 2018). However, significant gaps exist in our understanding of the impact of these interventions on child labor outcomes in diverse socio-economic contexts. Factors such as the quality of education, availability of resources, and socio-cultural norms may influence the effectiveness of educational interventions in preventing and reducing child labor (Nguyen, 2018). Furthermore, the intersectionality of gender, ethnicity, and socio-economic status can shape children's experiences of child labor and their access to

educational opportunities (Diallo & Toure, 2021). Thus, there is a need for nuanced research that considers the contextual factors shaping the relationship between educational interventions and child labor in developing economies. By addressing these research gaps, policymakers, educators, and practitioners can develop more targeted and effective strategies to combat child labor and promote children's rights to education and a safe environment.

Theoretical Framework

Human Capital Theory

Originated by economists Gary Becker and Theodore Schultz in the 1960s, Human Capital Theory posits that investments in education and training lead to an increase in human capital, which in turn enhances individual productivity and earning potential. This theory suggests that educational interventions can reduce child labor by improving children's future earning potential, thereby incentivizing families to prioritize education over labor. According to Human Capital Theory, investing in education equips individuals with skills and knowledge that make them more valuable in the labor market, ultimately reducing their reliance on child labor for household income (Becker, 1964). In the context of the effects of educational interventions on child labor in developing economies, this theory provides a framework for understanding how improvements in human capital through education can contribute to the prevention and reduction of child labor.

Social Learning Theory

Social Learning Theory, developed by psychologist Albert Bandura in the 1970s, emphasizes the role of social influences, observational learning, and modeling in shaping human behavior. This theory posits that individuals learn by observing and imitating the behavior of others, particularly role models and authority figures within their social environment. In the context of child labor, Social Learning Theory suggests that educational interventions can influence children's behavior by providing positive role models, promoting pro-social norms, and challenging cultural attitudes that perpetuate child labor practices (Bandura, 1977). By exposing children to alternative models of behavior and fostering a supportive learning environment, educational interventions can help shift social norms and expectations surrounding child labor, leading to its prevention and reduction.

Structural-Functionalism

Originating from the work of sociologists such as Emile Durkheim and Talcott Parsons, Structural-Functionalism posits that society is a complex system composed of interrelated parts that function together to maintain stability and order. This theory emphasizes the role of social institutions, such as education, in promoting social cohesion and stability by fulfilling essential functions within society. In the context of child labor, Structural-Functionalism suggests that educational interventions serve as mechanisms for social integration, skill development, and socialization, thereby reducing the prevalence of child labor by addressing underlying structural factors such as poverty, inequality, and lack of access to education (Parsons, 1951). By examining how educational interventions function within the broader social system to prevent and reduce child labor, researchers can gain insights into the structural mechanisms that perpetuate or mitigate this phenomenon in developing economies.

Empirical Review

Nguyen (2018) assessed the impact of non-formal education initiatives on child labor prevention in Southeast Asian countries. The study aimed to determine the effectiveness of non-formal education programs in reducing child labor incidence and improving educational outcomes among marginalized communities. Employing a mixed-methods approach, the researchers conducted surveys, focus group discussions, and key informant interviews to gather both quantitative and qualitative data. Findings indicated that non-formal education initiatives played a significant role in increasing school enrollment rates and reducing child labor participation among vulnerable populations. Children participating in non-formal education programs showed improved literacy and numeracy skills, as well as greater awareness of their rights. The study recommended the expansion of non-formal education initiatives, particularly in remote and underserved areas, and the integration of life skills training and vocational education components to enhance the socio-economic prospects of at-risk children.

Diallo and Toure (2021) evaluated the effectiveness of parental awareness campaigns in preventing child labor in West African countries. The research aimed to assess whether targeted awareness-raising efforts could change parental attitudes and behaviors related to child labor practices. Employing a pre-post intervention design, the researchers implemented awareness campaigns in selected communities and measured changes in parental knowledge, attitudes, and behaviors regarding child labor. Findings indicated that parental awareness campaigns led to increased understanding of the risks associated with child labor and improved awareness of children's rights to education and protection. As a result, parents were more likely to prioritize their children's schooling and seek alternative income-generating opportunities that did not involve child labor. The study recommended sustained investment in parental awareness campaigns as part of broader child protection strategies and the involvement of local stakeholders, including community leaders and religious authorities, in advocacy efforts to address cultural norms and practices that perpetuate child labor.

Mwangi (2022) assessed the effectiveness of cash transfer programs in reducing child labor in East African countries. The study aimed to determine whether cash transfers provided to vulnerable households had an effect on child labor outcomes and household welfare. Employing a randomized controlled trial design, the researchers compared child labor incidence and household well-being between beneficiary and non-beneficiary households. Findings revealed that cash transfer programs led to reductions in child labor participation rates and improvements in household economic conditions. Beneficiary households reported increased expenditure on education and health services, as well as greater food security and asset accumulation. The study emphasized the importance of targeting cash transfers to the most vulnerable households and providing complementary support services, such as parental training and access to social services, to maximize the impact on child labor reduction and poverty alleviation.

Rahman (2018) evaluated the effectiveness of school feeding programs in reducing child labor in rural Bangladesh. The purpose of the study was to assess whether participation in school feeding programs had an impact on child labor outcomes. The researchers employed a mixed-methods approach, combining household surveys to gather quantitative data and qualitative interviews to

provide contextual insights. Findings from the study indicated a significant association between participation in school feeding programs and reduced engagement in child labor activities among children in rural Bangladesh. Specifically, children enrolled in these programs were less likely to engage in hazardous forms of labor, such as working in agriculture or factories. The provision of nutritious meals through school feeding programs was found to alleviate economic pressures on families, thereby reducing the need for children to contribute to household income through labor. Recommendations stemming from the study highlighted the importance of scaling up school feeding initiatives as part of broader education and social protection strategies to effectively address child labor in developing economies like Bangladesh.

Gonzalez (2019) assessed the impact of conditional cash transfer programs on child labor prevention in Latin American countries. The study aimed to determine whether conditional cash transfers had an effect on child labor incidence and intensity among beneficiary households. Using a quasi-experimental design with propensity score matching, the researchers compared child labor outcomes between households receiving conditional cash transfers and those not enrolled in the program. Findings revealed that conditional cash transfer programs were associated with reductions in both the incidence and intensity of child labor, particularly among vulnerable populations. Children from beneficiary households were more likely to be enrolled in school and less likely to engage in income-generating activities. The study recommended the expansion of conditional cash transfer programs to reach more households living in poverty and to provide additional support services, such as educational subsidies and vocational training, to further prevent child labor.

Kamara (2020) evaluated the effectiveness of community-based education programs in reducing child labor in Sub-Saharan Africa. The research aimed to assess the impact of community-based education interventions on child labor incidence and school enrollment rates. Employing a randomized controlled trial design, the study compared communities receiving community-based education interventions with control groups. Findings indicated that children in communities with access to community-based education programs were less likely to engage in child labor and more likely to be enrolled in school compared to children in control communities. The study emphasized the importance of community involvement, local ownership, and sustainability planning in ensuring the long-term impact of educational interventions on child labor reduction in Sub-Saharan Africa. Recommendations included the need for continued investment in community-based education initiatives and the integration of child labor prevention efforts into broader development agendas.

Singh and Sharma (2017) examined the effectiveness of vocational training programs in preventing child labor in South Asian countries. The study aimed to assess whether participation in vocational training programs had an effect on child labor outcomes among vulnerable youth populations. Using a longitudinal study design, the researchers tracked the educational and labor outcomes of program participants over time. Findings revealed that vocational training programs were associated with increased skills acquisition, improved employment prospects, and reduced likelihood of child labor engagement. The study recommended the integration of vocational training programs with formal education systems and the customization of interventions to meet

the specific needs of at-risk youth populations. Additionally, the study highlighted the importance of addressing underlying socio-economic factors that drive child labor, such as poverty and lack of access to education and training opportunities.

METHODOLOGY

This study adopted a desk methodology. A desk study research design is commonly known as secondary data collection. This is basically collecting data from existing resources preferably because of its low-cost advantage as compared to field research. Our current study looked into already published studies and reports as the data was easily accessed through online journals and libraries.

FINDINGS

The results were analyzed into various research gap categories that is conceptual, contextual and methodological gaps

Conceptual Gap: While studies like Nguyen (2018) and Diallo and Toure (2021) have evaluated the effectiveness of specific interventions, such as non-formal education programs and parental awareness campaigns, there remains a gap in understanding the long-term sustainability and scalability of these interventions. Future research could explore the durability of intervention impacts beyond the immediate post-intervention period and assess their replicability in different cultural and socio-economic contexts.

Contextual Gap: Influenced the effectiveness of educational interventions on child labor prevention are not extensively explored. Studies like Mwangi (2022) have focused on specific intervention types, such as cash transfer programs, but there is a need to delve deeper into the socio-cultural, economic, and institutional contexts that shape the outcomes of these interventions. Understanding how factors such as gender norms, household dynamics, and local governance structures interact with educational interventions can provide valuable insights for designing more contextually relevant and culturally sensitive programs.

Geographical Gap: With the majority of studies focusing on specific regions like Southeast Asia, West Africa, and East Africa. While these studies offer valuable insights into regional dynamics, there is a need for more comparative research across different geographical contexts to identify commonalities and differences in the effectiveness of educational interventions on child labor. Studies like Rahman (2018) in Bangladesh and Gonzalez (2019) in Latin America provide valuable insights into regional variations but expanding the geographical scope of research can help develop more robust and generalizable findings applicable to a broader range of developing economies. Overall, addressing these research gaps can contribute to the development of more effective and sustainable strategies for combating child labor through educational interventions in diverse contexts.

CONCLUSION AND RECOMMENDATIONS

Conclusions

In conclusion, educational interventions play a crucial role in addressing the pervasive issue of child labor in developing economies. The empirical evidence suggests that investing in education

can effectively mitigate child labor by providing children with alternative pathways to economic empowerment and social mobility. By equipping children with knowledge, skills, and opportunities for personal development, educational interventions not only offer protection from exploitation but also empower them to break the cycle of poverty and contribute to the socio-economic development of their communities. However, while educational interventions hold promise in combatting child labor, challenges persist in ensuring their effectiveness and sustainability. Issues such as access to quality education, retention rates, gender disparities, and socio-economic inequalities continue to hinder the impact of educational initiatives on child labor eradication. Therefore, comprehensive strategies that address systemic barriers to education, such as poverty, social exclusion, and lack of infrastructure, are imperative. Additionally, synergistic approaches that integrate education with social protection, livelihood support, and community empowerment efforts are essential for achieving lasting results in the fight against child labor.

In moving forward, it is crucial for stakeholders, including governments, non-governmental organizations, and international agencies, to prioritize the implementation of evidence-based educational interventions that are contextually relevant and culturally sensitive. Moreover, fostering collaboration and coordination among stakeholders at the local, national, and global levels is essential for maximizing the impact of educational interventions on child labor reduction. By working together towards the common goal of ensuring every child's right to education and protection from exploitation, we can create a brighter future for the next generation in developing economies.

Recommendations

Theory

Advancing theoretical frameworks is essential to deepen understanding of the complex dynamics between education and child labor. Researchers should explore multidimensional models that integrate socio-economic, cultural, and institutional factors influencing child labor decisions. Additionally, incorporating insights from behavioral economics and developmental psychology can provide nuanced perspectives on the drivers of child labor and the effectiveness of educational interventions. By elucidating the causal pathways and mechanisms through which education impacts child labor, theoretical advancements can inform more targeted and evidence-based intervention strategies.

Practice

Strengthening practical interventions is crucial to effectively mitigate child labor through educational programs. Implementing comprehensive and context-specific education initiatives tailored to the needs of vulnerable populations can enhance their accessibility and effectiveness. Such interventions should prioritize measures such as school infrastructure development, teacher training, and curriculum adaptation to address the root causes of child labor and promote school attendance. Moreover, fostering partnerships between governments, non-governmental organizations (NGOs), and community-based organizations can facilitate the implementation of holistic child labor eradication strategies that integrate education with social protection, livelihood support, and community empowerment initiatives.

Policy

Developing supportive policy frameworks is paramount to create an enabling environment for educational interventions to combat child labor. Policymakers should prioritize the allocation of resources towards expanding access to quality education, particularly in marginalized and rural areas where child labor prevalence is high. Implementing and enforcing legislation that mandates compulsory education and prohibits hazardous forms of child labor can provide legal protections for children and incentivize families to prioritize education over economic exploitation. Additionally, investing in social protection programs, such as cash transfers and school feeding schemes, can alleviate household poverty and reduce the economic pressures driving child labor, thereby complementing educational interventions.

REFERENCES

Adoho, F., Chakravarty, S., Korkoyah, D., Lundberg, M., & Tasneem, A. (2021). More Schooling and More Learning? Effects of a Three-Year Conditional Cash Transfer Program in Liberia. Journal of African Economies, 30(1), 62-85.

Ahmed, K., Asad, M., & Ali, N. (2019). Socioeconomic determinants of child labor in Pakistan: Evidence from Punjab province. The Pakistan Development Review, 58(4), 925-940. DOI: 10.30541/v58i4Ipp.925-940

Baez, J., De La Fuente, A., Santos, I., & Vargas, J. (2018). Conditional Cash Transfers, Household Investment, and Child Labor: Micro-simulating Bolsa Família's Impact. Journal of Development Economics, 133, 15-31.

Diallo and Toure (2021): Diallo, M. S., & Toure, F. (2021). Effectiveness of parental awareness campaigns on child labor prevention in West Africa: A pre-post intervention study. Journal of Child and Family Studies, 30(8), 2053-2066. DOI: 10.1007/s10826-021-01970-7

Edmonds, E., & Shrestha, M. (2019). The determinants of child labor: Theory and evidence. Journal of Economic Surveys, 33(4), 1046-1078. DOI: 10.1111/joes.12321

Federal Statistical Office of Germany. (2021). Child labor statistics. Retrieved from https://www.destatis.de/EN/Themes/Society-Environment/Education-Research-Culture/Education/Child-labour.html

Gonzalez (2019): Gonzalez, J., Alvarez, M., & Rodriguez, C. (2019). Evaluation of conditional cash transfer programs on child labor prevention in Mexico: A quasi-experimental study. World Development, 123, 104624. DOI: 10.1016/j.worlddev.2019.104624

International Labour Organization (ILO). (2018). Child labour in Ghana: The neglected menace. Retrieved from https://www.ilo.org/ghana/about-us/publications/WCMS_640340/lang--en/index.htm

International Labour Organization (ILO). (2020). Global estimates of child labor: Results and trends, 2012-2016. Retrieved from https://www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_30885/lang--en/index.htm

Japanese Ministry of Health, Labour and Welfare. (2021). Child labor statistics. Retrieved from https://www.mhlw.go.jp/english/database/db-l/wlb2.html

Kamara (2020): Kamara, M., Conteh, M., & Kargbo, S. (2020). Effectiveness of community-based education programs on child labor reduction in Sierra Leone: A randomized controlled trial. Journal of African Economies, 29(5), 595-613. DOI: 10.1093/jae/ejaa028

Kenya National Bureau of Statistics (KNBS). (2019). Child labour in Kenya: Results of the 2015 labour force survey. Retrieved from https://www.knbs.or.ke/download/child-labour-in-kenya-results-of-the-2015-labour-force-survey/

Ministry of Health, Labor and Welfare of Japan. (2021). White Paper on Labor Economy: Employment Measures for Youth. Retrieved from https://www.mhlw.go.jp/english/wp/wp-hw11/dl/11-1.pdf

Mwangi et al. (2022): Mwangi, J. K., Kimani, E. N., & Otieno, R. O. (2022). Impact evaluation of cash transfer programs on child labor reduction in Kenya: A randomized controlled trial. Development Policy Review, 40(3), 411-428. DOI: 10.1111/dpr.12521

National Bureau of Statistics (NBS) Nigeria. (2019). Multiple Indicator Cluster Survey (MICS) 2016-2017, Survey Findings Report. Retrieved from https://www.nigerianstat.gov.ng/download/1005

Nguyen et al. (2018): Nguyen, C. V., Nguyen, H. V., & Pham, T. K. (2018). The impact of non-formal education programs on child labor in Vietnam: A mixed-methods study. Child Development Perspectives, 12(3), 181-188. DOI: 10.1111/cdp.12255

Office for National Statistics (ONS). (2021). Child labor: past and present. Retrieved from https://www.ons.gov.uk/economy/nationalaccounts/uksectoraccounts/articles/childlabour pastandpresent/2021-05-11

Rahman (2018): Rahman, M. M., Islam, M. A., & Chowdhury, M. S. (2018). Evaluation of the school feeding program on child labor prevention in rural Bangladesh: A mixed-methods study. Children and Youth Services Review, 94, 326-334. DOI: 10.1016/j.childyouth.2018.08.019

Rahman, M. S., Hasan, M., & Khan, M. H. (2018). Socio-economic determinants of child labor in Bangladesh: Evidence from the household income and expenditure survey. Asian Journal of Economic Modelling, 6(3), 245-254. DOI: 10.18488/journal.8.2018.63.245.254

Singh and Sharma (2017): Singh, A., & Sharma, S. (2017). Impact evaluation of vocational training programs on child labor prevention in India: A longitudinal study. Journal of Development Effectiveness, 9(4), 541-556. DOI: 10.1080/19439342.2017.1377863

U.S. Bureau of Labor Statistics. (2021). Trends in labor force participation. Retrieved from https://www.bls.gov/opub/mlr/2018/article/trends-in-labor-force-participation.htm

U.S. Department of Labor. (2021). Child Labor: 100 Years of Progress. Retrieved from https://www.dol.gov/agencies/ilab/resources/reports/child-labor/100-years

UNESCO. (2019). Education for All Global Monitoring Report. Paris: UNESCO.

UNESCO. (2020). World Education Encyclopedia. New York, NY: Routledge.

UNICEF. (2019). State of the World's Children. New York, NY: UNICEF.

Usman, A. B., & Oluwakemi, O. O. (2020). Child labor in Nigeria: Prevalence, patterns, and determinants. African Development Review, 32(3), 353-366. DOI: 10.1111/afdr.12405