Perception of Primary School Teachers Regarding Impact of Child Labour on Universalization of Education at Primary Level at District Bannu

Sayyed Farooq Shah[1]   Dr.SR Ghazi[1]   Muhammad Saqib Khan[2]   Irfanullah[3]

1. Institute of Education & Research University of Science & Technology, Bannu, Pakistan
2. Department of Business Administration, Gomal University Dera Ismail Khan, Pakistan
3. Department of Public Administration Gomal University Dera Ismail Khan, Pakistan

Abstract

Child labour has emerged as a serious, widespread and rapid growing problem in many parts of the world. Child labour is a socio-economic issue, which not only wrecks the social growth but also damages the moral fabrics of our society. The on hand paper not only highlights this very issue but also have a close look at its major inverse affect on Universalization of Primary Education (one of the MDGs) . The main reason for child labour in many countries, particularly in third world nations is lack of education which is mainly caused by poverty, location, child status, family status and teacher's behaviour etc. This paper attempts to assess the causes and effects of child Labour and its impact on Universalization of primary education at district Bannu. This study was descriptive in nature. Population of this study was comprised of all the male (1688) and female teachers (1251) i.e. 2939 teachers teaching at primary level and all the parents/ guardians i.e. 992 of the child labourers at district Bannu KPK, Pakistan. The sample of the study in case of teachers was 147 @ 5% while that of parents/guardians of child labourers was 100 @ 10%. A self developed questionnaire for teachers from where children have dropout and preferred to labour/work and also a structured questionnaire for those parents/guardians whose children were engaged in some sort of work/labour from the very beginning and have not been enrolled in any educational institution/school was distributed to know their perceptions regarding child labour and Universalization of primary education. This study was guided by these objectives: to compare the views of teachers about students preferring to child labour due to non availability of Govt schools near to their homes in rural & urban areas of District Bannu. to compare the views of teachers about students preferring to child labour due to increasing mode of educational expenses working in rural & urban areas of District Bannu. to compare the views of teachers regarding students preferring to child labour due to family members pressure not to attend the school in rural & urban areas of District Bannu, to compare the teacher perceptions for students prefer to child labour due to physical disability problems in rural & urban areas of District Bannu. To compare the teacher's perceptions regarding student preferences for child labour due to behavior of teachers in rural & urban areas of District Bannu and to suggest some measures to decrease Child Labour and to Universalize Primary Education at district Bannu in Khyber Pakhtunkhwa. To obtain the most appropriate and accurate results from the collected data, the coded questionnaire was analyzed through SPSS (V-23) in terms of percentage, frequencies, descriptive analysis, mean, standard deviation, ANOVA, Regression, Correlation, chi square and t-test was used for the analysis by the researcher.

Keywords: Child Labour, Universalization, Primary Education

Introduction

As long as the universe is being created, Child labour has been present in some sort on the surface of earth. Indeed some has said that "it is such a callous veracity that "approximately all parts of the world have faced this dilemma continuously, especially the advancing nations". It is been observed that in the most recent years, a number of noteworthy revolutions happened regarding social alertness in the association between Child labour and the financial expansion. It is not exactly known how much child labourers will be on the surface of this very soil as we have no precious latest data source about this matter. But probably Africa and Asia jointly have jumped over sixty percent of the world total population in child labours (ILO, 2010). International labour organization about child labour (ILO, 2010) explains so as to "more than 215 million children are still considered as child labour, whereas 115 million are implicated in the worst form of labour such as "serving others, keeping them busy in forbidden activities etc" (ILO, 2010). There is no ambiguity in this that "child labour is a result of plentiful reasons" Amin et, al (2004). Although many of the advancing nations have universal tribulations and are repeatedly making efforts to improve their rules to arrive at more effectual findings to get rid of this burning child labour problem, Herath & Sharma (2007). In this regards just not all intellectuals but all high ups declared that "poverty is the greatest reasons of child labour including every one of the (NGO) as well" Robbins, (2008).

Literature Review

It is a universally and unanimously agreed upon fact that making primary education universal and eradication of child labour are two mutually interconnected disputes and no one of us can deny of the fact that none of them can be achieved without the other one. Education has shown its key role during the mid 19th & 20th century's movements initiated in developing states of the world. During these movements which were fought against child minimum age limitations issues & the need of basic of education which after words declared became compulsory were mainly under discussions, (Weiner, 1991)

According to Myron Weiner, (1991) primary education has played a leading decisive role in eliminating child labour in the past times & in the present scenario as well. Weiner work & efforts have appreciably highlighted the issue among intellectuals. The efforts have been proved to be more effective in recent times by assessing the linkage between education and child labour from human rights view point as well. To get and have equal access to compulsory education have now been acknowledged in nearly all national and international conference, acts, conferences and treaties. Furthermore EFA has got the vital enlarging & highlighting role in promoting this goal of primary education, (Weiner, 1991).

During the early 1990s this twin targets of eliminating child labour and achieving universalization of primary education brought together the isolated worlds. These things just became possible that the twenty percent children whom were very difficult to approach for EFA were for the most part were child labours were also approached somehow. As it is obvious that "those children who are at work somehow makes the biggest group which are deprived & far away from getting education". On the other hand primary education plays manifold task in fighting against child labour. For example firstly universal primary education for at least minimum period for labour is decisive precautionary measure. Secondly quality education plays a significant defending role & a component of a larger shielding atmosphere for kids. And lastly learning presents developmental probability by broadening choices for kids away from essential education, placing the children on the precise path for the next coming world of exertion (Weiner, 1991).

What usually Child Labour mean?

All works or activities which our children do or perform somehow are not said to be considered as child labour which necessarily are to abolished and eliminated, because some sort of activities like helping their parents in their households or helping their older family members or keeping themselves busy in their school off days to earn pocket money for themselves. All these types of activities are considered to be good and positive for them & for their family well being as well, because these activities provide them those skills development & sharing some sort of experience in them. According to ILO, Child Labour is defined as "work that has the potential to deprive children of their childhood, their dignity & is also harmful for their physical, moral and mental development & it interferes with their education prematurely either by not allowing them to attend school, leaving school prematurely i.e. without completing compulsory education or forcing them to combine school with heavy work" (ILO 2010).
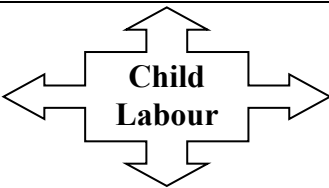
Various Causes of Child Labour

They are: Scarcity, uneducated parents, intentions to become skilled in basic skills early, nonexistence of universal obligatory Primary education, lack of community interest, unawareness of the community regarding the bad affects of Child labour, desperate application of the authorized requirements relating to child labour, un-availability & un-accessibility of educational institutions, inappropriate & un-interested school courses, cheap labour force, unsuccessful government efforts, hard to access to eminence learning, feeble society group, Gender inequality, mutual conflict, natural disasters & extreme weather, scarcity of alertness with reference to civil rights, international contest, insecure work, non availability of permanent controlling body, scarcity & up rising joblessness & unemployment rates, restricted free of cost schooling, violation of laws, scarce regulations & implementation, exception of rules for special peoples, employers' civil rights are shy, unawareness of Child wellbeing, international market, international contest, complimentary business system, liability & non adjustment etc (ASCE) (1998).

Table-1: Child labour according to international Conventions

	UN Convention of the rights of the child	ILO Convention No.138 on minimum age of employment			ILO Convention No.182 on the worst form of Child labour
	General definition	General minimum age	Light work	Hazardous work	General definition
Normal circumstances	18 years	15 years	13 years	18 years	18 years
Exceptions		14 years	12 years	16years	

Sources: OECD; combating child labour, a review of policies, 2003: 17. [13]

Table-2: Push /supply and pull /demand factors of child labour:

Push Factors		Pull Factors
Poverty		Cheap
Location	**Child Labour**	Nimble fingers
Child status		Absences of law
Family status		Inadequate monitoring
Teacher's behaviour		Obedience

Source: Herath & Sharma (2007:57) [3]

What is meant by Universalization of Primary Education?

Universalization of primary education means "making elementary/primary school education available & accessible to all children all around the world without any gender, race & regional jurisdiction or making sure that all children everywhere can go to school for at least 4 or 5 years to learn to read, write & to do simple arithmetic" etc. (Chabbott an Colette, 2003)**.**

Obstacles in the way of Universalization of Primary Education

Some of them are**:** gender discrimination, Girls students are unsecured, Poverty, increasing work load of household's activities, illiterate parents, unawareness of community, women's status in society, misconceptions of community, early marriage system, co-education, shortage of schools, not feasible location of educational institutions, lack of teaching stuff, un matched teaching material, out dated curriculum, lack of check and balance, female hesitation from education, religious minded society, overall economic condition, physical disabilities, geographical situation, lack of coordination and administration, lack of educational environment, by chance not by choice entry of teachers into teaching department, non professionalism and un-interestedness of teaching stuff, family disputes, lack of basic facilities, lack of foreign donors agencies interest, successive change of Govts, lack of resources, fake & un reliable data reporting, inconsistency in govt policies, unmatched curriculum, natural disasters etc Pervez & Hussain, (2006).

Linkage between Child Labour Universalization of Primary Education

To get primary education is an individual birth right; this can be seen & observed in nearly all UN human right conventions & is being highlighted in nearly all treaties. UPE as a self explanatory phenomenon reveals "that each & every child of age school should get at least primary schooling or a child below 14 or 16 must be given full opportunity to complete his/her primary schooling i.e. he/she should complete his/her 5 classes without any break or obstacle. Although there are a numbers of international convention notification/treaties, documentary proofs available, but it can be observed still that this target could not achieved yet. In this regards in a country like Pakistan 2015 was fixed that primary education should be universalized up to 5th but could achieved the target due one or the other reasons as visible from its present 57.5 % literacy rate. There are a number of issues & problems in not getting universalization of primary education. But in all of the above mentioned obstacles the most threatening and alarming hindrance, obstacle, barrier, blockage and challenge is Child Labour which is a direct blockage and obstruction in the way of UPE. (Shah et, al 2015).

There is no agreed upon, universalized & justified determinants and parameters of UPE which provide the basis or foundations for it. But according Katarina Tomosaki, (2001) availability, affordability, accessibility & acceptability are the 4 parameters which can universalize primary education, but to A Niwaz (2011) survey UPE comprise of 5 pillars i.e. universalization of provision, universalization of enrollment, universalization of participation, universalization of retention and universalization of achievement are the basic parameters of UPE (Shah et, al 2015). For example education specially primary education can be universalized if a large number of schools are opened, all basic facilities are provided them, enough number of teachers are appointed, each and every child of school going age is been be enrolled so that no one could left behind, community and parents should are motivated & mobilized to actively participate in schools activities, admitted children are maintained & stayed at school for at least 5 consecutive 5 years education to complete their primary schooling. Similarly some children repeatedly fail & stay in the same grade year after year. Such repetition reduces the benefits of schooling and the lengthening of the school cycle increases the costs of education. Through the above mentioned parameters education could be universalized A Niwaz (2011)

But in the presence of all the mentioned parameters child labour has stopped all the efforts and hard work made by all the agencies and Govts to universalize primary education because child labour did not allow them to do so. Likewise child labour has 5 basic parameters which is not international and standardized though because each and every country has made its own standards, for example in some developed countries an 18 or 17 years young boy is considered as child but in under developed countries this age limit has come down up to 14. Similar survey was conducted and as result child labour parameters were drawn. They are location, poverty, family status or back ground, child status & teacher behaviour A Niwaz (2011)

Objectives of the study

This study was guided by the following objectives:

► To know the views of teachers and parents about the impact of location on Universalization at District Bannu
► To diagnose the perceptions of teachers and parents about the impact of poverty on Universalization at District Bannu
► To identify the vision of teachers and parents about the impact of family status on Universalization at District Bannu
► To be familiar with the views of teachers and parents about the impact of child status on Universalization at District Bannu
► To examine the views of teachers and parents about the impact of teacher's behaviour on Universalization at District Bannu
► To suggest some favorable measures to decrease Child Labour and to Universalize Primary Education at district Bannu in Khyber Pakhtunkhwa.

Hypotheses of the study:

The study was guided by one main and five sub null hypotheses as following:

➢ H_{01}- There is no significant difference between the views of teachers and parents about the impact of child labour on Universalization of Primary Education at district Bannu
➢ $H_{01 (a)}$- There is no significant difference between the views of teachers and parents about the impact of location on Universalization at District Bannu
➢ $H_{01 (b)}$- There is no significant difference between the views of teachers and parents about the impact of poverty on Universalization at District
➢ $H_{01 (c)}$ - There is no significant difference between the views of teachers and parents about the impact of family status on Universalization at District Bannu
➢ $H_{01 (d)}$- There is no significant difference between the views of teachers and parents about the impact of child status on Universalization at District Bannu
➢ $H_{01 (e)}$ - There is no significant difference between the views of teachers and parents about the impact of teacher's behaviour on Universalization at District Bannu.

Materials and methods

This study was descriptive type by nature i.e. quantitative approach was used by the researcher. A self developed questionnaire using 3-point likert scale of agree=3, somewhat agree=2 and disagree=1 choices was used to collect the data from the teachers (male/female) and parents/guardian. Furthermore the questionnaires were further distributed among those teachers teaching at primary level having dropped out problem of students from their schools resulting in child labour of the children and parents/guardians of those children who either not admitted from the very beginning or admitted initially then dropped out from their respective schools/educational institutions and then started to child labour/work. For the analysis of the collected data through questionnaires SPSS version-23 with chi square, mean, standard deviation, ANOVA and t-test was used by the researcher to get the most appropriate results.

➢ **Population of the study**
  Population of the on hand study was comprised of all the male teachers (1688) and female teachers (1251) i.e. total 2939 teachers teaching at primary level and all the parents/guardians i.e. 992 of the total child labourers at district Bannu KPK, Pakistan

➢ **Sample of the study**
  The sample of the research study of the teachers was 147 @ 5% and that of parents/ guardians of child labourers was 100 @ 10% using Professor Dr. John Curry sampling formula

Table3: Sampling Frame (Prof: Dr. John Curry)

Category	Gender		Total	Percentage @	Sample size
	Male	**Female**			
Parents/Guardians (Child labourers)	496	496	**992**	10%	**100**
Teachers	1688	1251	**2939**	5%	**150**
Total	2184	1747	3931	-	**250**

Source: (Formula adopted from John Curry North Texas University adopted, 2007).

Table 1: Impact of Location on Universalization of Primary Education

Universalization Provision	Source of Variation	Sum of Square	Degree of freedom(df)	Mean Square	F	p(sig)
	Between Groups	.181	1	.181	4.312	.040
	Within Groups	4.109	98	.042		
	Total	4.290	99			
Universalization Participation	Between Groups	.009	1	.009	.458	.500
	Within Groups	1.994	98	.020		
	Total	2.004	99			
Universalization Enrollment	Between Groups	.003	1	.003	.103	.749
	Within Groups	2.613	98	.027		
	Total	2.615	99			
Universalization Retention	Between Groups	.031	1	.031	1.242	.268
	Within Groups	2.475	98	.025		
	Total	2.506	99			
Universalization Achievement	Between Groups	.075	1	.075	3.473	.065
	Within Groups	2.118	98	.022		
	Total	2.193	99			

In table 1 above ANOVA analysis we checked the comparison of five dependent variables (Universalization of provision, enrollment, participation, retention and achievement) and how they are dependent on the 1st independent variable which is the impact of location on UPE. The results shows that all the sum of squares within the groups are more than the sum of square between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller when compare to the variance that appears within the groups and we got the variance according to this formula to calculate the total variation

$$SS\,(T) \quad = \sum (x + \bar{X})^2$$

At the same time in the above table sig: value (p) of the dependent variables (universalization of enrollment, participation, retention and achievement) are greater than 0.05 resulting in acceptance of our null hypotheses, but in case of universalization of provision the value (p) which is 0.04**<0.**05 which leads in the rejection of null hypothesis or we can say that there is statistically significant differences between three conditions , but in rest of the remaining cases where the value of "p" is greater than 0.05 which means that there is no statistically significant differences between three conditions (between groups variations, within groups variations and total variations) and the differences between Means are not likely due to change.

Table 2: Impact of Poverty on Universalization of Primary Education

Universalization Provision	Source of Variation	Sum of Square	Degree of freedom(df)	Mean Square	F	P(sig)
	Between Groups	.129	1	.129	3.044	.084
	Within Groups	4.161	98	.042		
	Total	4.290	99			
Universalization Participation	Between Groups	.089	1	.089	4.551	.035
	Within Groups	1.915	98	.020		
	Total	2.004	99			
Universalization Enrollment	Between Groups	.024	1	.024	.896	.346
	Within Groups	2.592	98	.026		
	Total	2.615	99			
Universalization Retention	Between Groups	.031	1	.031	1.242	.268
	Within Groups	2.475	98	.025		
	Total	2.506	99			
Universalization Achievement	Between Groups	.075	1	.075	3.473	.065
	Within Groups	2.118	98	.022		
	Total	2.193	99			

In table 2 second ANOVA analysis we checked the comparison of five dependent variables (Universalization of provision, enrollment, participation, retention and achievement) and how they are dependent on the 2nd independent variable which is the impact of poverty on UPE. The results shows that all the sum of

squares within the groups are more than the sum of square between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller when compare to the variance that appears within the groups. In the above table the sig: value (p) of dependent variables (universalization of provision, enrollment, retention and achievement) are greater than 0.05 in each case of the dependent variables, which means that there is   exist no statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations) and the differences between Means are not likely due to change, but in case of universalization of participation the value of 'p' that is 0.035 <0.05 which leads in the rejection of null hypothesis or simply can we say that there is statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations

Table 3: Impact of Family status on Universalization of Primary Education

	Source of Variation	Sum of Square	Degree of freedom(df)	Mean Square	F	P(sig)
Universalization Provision	Between Groups	.058	1	.058	1.341	.250
	Within Groups	4.232	98	.043		
	Total	4.290	99			
Universalization Participation	Between Groups	.050	1	.050	2.483	.118
	Within Groups	1.954	98	.020		
	Total	2.004	99			
Universalization Enrollment	Between Groups	.004	1	.004	.146	.703
	Within Groups	2.611	98	.027		
	Total	2.615	99			
Universalization Retention	Between Groups	.012	1	.012	.460	.499
	Within Groups	2.494	98	.025		
	Total	2.506	99			
Universalization Achievement	Between Groups	.075	1	.075	3.483	.065
	Within Groups	2.118	98	.022		
	Total	2.193	99			

In table 3 third ANOVA analysis we checked the comparison of five dependent variables (Universalization of provision, enrollment, participation, retention and achievement) and how they are dependent on the 3rd independent variable which is the impact of family status on UPE. The results shows that all the sum of squares within the groups are more than the sum of square between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller when compare to the variance that appears within the groups. In the above table the sig: value (p) of dependent variables (universalization of provision, enrollment, participation, retention and achievement) are greater than 0.05 in each case of the dependent variables, which means that there is exist no statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations) and the differences between Means are not likely due to change. Here in all the cases of dependent variables i.e. (universalization of provision, enrollment, participation, retention and achievement) our null hypotheses are accepted.

Table 4: Impact of Child Status on Universalization of Primary Education

	Source of Variation	Sum of Square	Degree of freedom(df)	Mean Square	F	P(sig)
Universalization Provision	Between Groups	.347	1	.347	8.617	.004
	Within Groups	3.943	98	.040		
	Total	4.290	99			
Universalization Participation	Between Groups	.042	1	.042	2.087	.152
	Within Groups	1.962	98	.020		
	Total	2.004	99			
Universalization Enrollment	Between Groups	.008	1	.008	.317	.575
	Within Groups	2.607	98	.027		
	Total	2.615	99			
Universalization Retention	Between Groups	.169	1	.169	7.701	.009
	Within Groups	2.337	98	.24		
	Total	2.506	99			
Universalization Achievement	Between Groups	.082	1	.082	3.818	.054
	Within Groups	2.111	98	.022		
	Total	2.193	99			

In table 4 fourth ANOVA analysis we checked the comparison of five dependent variables (Universalization of enrollment, participation and achievement) and how they are dependent on the 4th independent variable which is the impact of child status on UPE. The results shows that all the sum of squares within the groups are more than the sum of square between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller when compare to the variance that appears within the groups. In the above table the sig: value (p) of dependent variables (universalization of enrollment, participation, retention and achievement) are greater than 0.05 in each case of the dependent variables, which means that there is exist no statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations) and the differences between Means are not likely due to change, but in case of universalization of provision the value of 'p' that is 0.004 <0.05 and universalization of retention it is 0.009<0.05 which leads in the rejection of null hypothesis or simply we can say that there is statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations).

Table 5: Impact of Teacher's behaviour on Universalization of Primary Education

	Source of Variation	Sum of Square	Degree of freedom(df)	Mean Square	F	P(sig)
Universalization Provision	Between Groups	.175	1	.175	4.175	.044
	Within Groups	4.115	98	.042		
	Total	4.290	99			
Universalization Participation	Between Groups	.176	1	.176	9.424	.003
	Within Groups	1.828	98	.019		
	Total	2.004	99			
Universalization Enrollment	Between Groups	.223	1	.223	9.140	.003
	Within Groups	2.392	98	.024		
	Total	2.615	99			
Universalization Retention	Between Groups	.186	1	.186	7.880	.006
	Within Groups	2.319	98	.024		
	Total	2.506	99			
Universalization Achievement	Between Groups	.311	1	.311	16.211	.000
	Within Groups	1.882	98	.019		
	Total	2.193	99			

In table 5 fifth ANOVA analysis we checked the comparison of five dependent variables (Universalization of provision, enrollment, participation, retention and achievement) and how they are dependent on the 5th independent variable which is the impact of teacher's behaviour on UPE. The results shows that all the sum of squares within the groups are more than the sum of square between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller

when compare to the variance that appears within the groups. In the above table the sig: value (p) of dependent variables (universalization of enrollment, provision, retention, participation and achievement) are less than 0.05 in each case of the dependent variables, which means that there is exist statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations) and the differences between Means are not likely due to change, which leads in the rejection of null hypotheses or simply we can say that there is statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations).

Table 6: overall impact if child labour on universalization of primary education

	Source of Variation	Sum of Square	Degree of freedom(df)	Mean Square	F	P(sig)
Universalization of primary education	Between Groups	.018	1	.018	1.128	0.291
	Within Groups	1.606	98	.016		
	Total	1.624	99			

In table 6 sixth ANOVA analysis we checked the comparison of five dependent variables (Universalization of provision, enrollment, participation, retention and achievement) and how they are dependent on the overall independent variables which are the impact of (location, poverty, and family status, child status and teacher's behaviour) on UPE. The results shows that all the sum of squares within the groups are more than the sum of square between the groups, which shows that the means are not the same, because the variance caused by the interaction between the sample is much smaller when compare to the variance that appears within the groups. And in the table the sig: value (p) of all the dependent variables (universalization of provision, enrollment, participation, retention and achievement) are greater than 0.05 leads in the acceptation of null hypotheses or it simply means that there is no statistically significant differences between three conditions i.e. (between groups variations, within groups variations and total variations) and the differences between Means are not likely due to change and hence the result is clear enough from the table.

Recommendations

Efficient eradication of child labour necessitates strategies which concentrate on importunate scarcity & the susceptibility of family units to financial distresses. These may include policies regarding education, societal safety & commitments to endorse upright employment for matured members of the families

REFERENCES

Amin, S, Quayes, M, S, and Rives, J, M. (2004): Poverty and other determinants of child labour in Bangladesh, Southern Economic Journal, Vol: 70, no: 4, pp876-892.

ASCE, (1998). Social and Health Status and Educational Achievement of Adolescents in Egypt Survey

Chabbott and Colette, (2003). Constructing Education for Development: international organization and education for all, Rutledge Flamer, New York

Dr. Pervez A. Shami and Kh: Sabir Hussain (2006) Elementary Education in Pakistan (AEPAM Research study No, 194)

Herath, G and Sharma, K. (Ed, 2007): Child Labour in South Asia, UK: Ashgate.

ILO: (2010). About child labour, worst forms of child labour, revised 09, http://www.ilo.org/ipec/facts/WorstFormsof Child Labour/lang-en/index.htm accessed: 03/07/2010

Katarina Tomosaki, (2001) Right to Education 4 A,s

Robbins, R, H. (2008): Global Problems and the Culture of Capitalism, 4th Ed, UK: Pearso

Shah et, al (2015). Universalization of primary education a case study from district Bannu

Weiner, M, 1991, The child and the state in India: Child labour and educational policy in comparative perspective. Princeton, Princeton University Press.

OECD. (2003): Combating Child Labour; a review of policies, Organization for Economic Co-operation and Development, Paris: France.

Retrieved from http://www.preservearticles.com A Niwaz (May 7, 2011)