

Review of Child Labor and Education

INTRODUCTION

The issue of child labor cuts across policy boundaries and is cause and consequence of poverty, displacements, lack of education and adult unemployment. Studies have recognized child labour connections with human deprivation- illiteracy, food insecurity, distress displacements, gender inequity, social and human underdevelopment, conflict situation and insecurity and poor governance.

The International Labour Organisation (ILO) defines child labour as work that is detrimental to children, by depriving them of their childhood, their potential and their dignity. Children's work is sometimes distinguished as being hazardous or more benign (e.g., safe and does not undermine schooling), although this distinction is not relevant in all contexts.¹

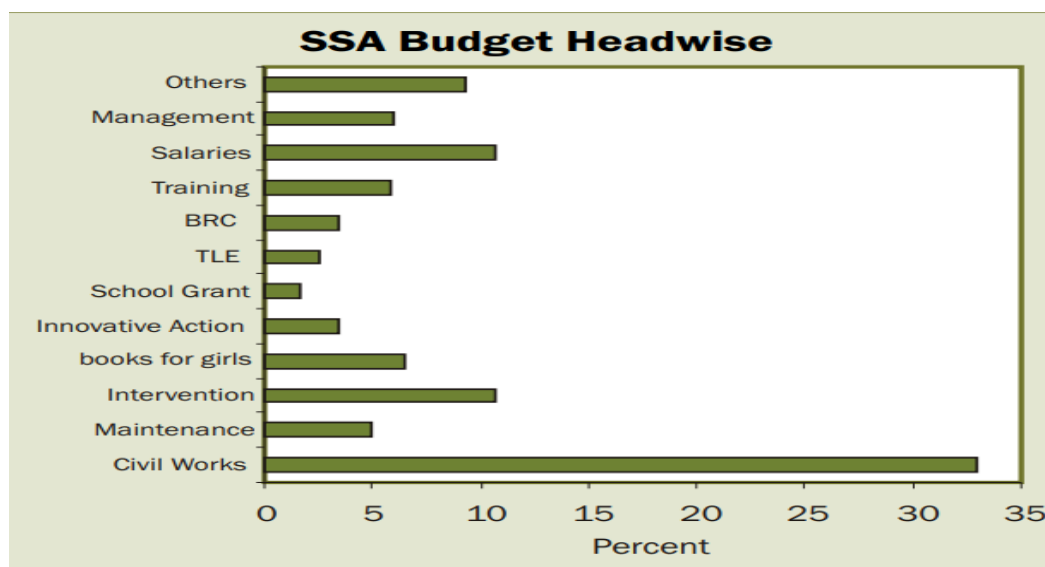
SARVA SHIKSHA ABHIYAN

SSA is an integrated, comprehensive scheme in partnership with State Governments, Local Self Governments, the community and the civil society. Its aim is to universalize elementary education by community ownership of the school system, active involvement of local self-governments and grassroots level structures.

SSA is a programme launched by Government of India in 2001 for achievement of (UEE) in a time bound manner in a mission mode. It covers 193 million children, 3.3 million teachers and nearly 1 million schools and Alternative Schools spread over 1.1 million habitations in 28 States and 7 Union Territories.

The SSA is centrally sponsored scheme for universal elementary education to achieve Dakar Education for All goals. Under the SSA, government of India is committed to provide financial allocation to the states/ UTs as per the approved district plans prepared after a thorough base line survey conducted for the identification of out-of-school children.

¹ Ornert, A. (2018). *Links Between Child Labour and Education*. K4D Helpdesk Report. Brighton, UK: Institute of Development Studies
REFERENCE <https://gsdrc.org/publications/links-between-education-and-child-labour/#:~:text=Many%20children%20combine%20working%20with,education%2C%20to%20support%20household%20income.>



Sarva Shiksha Abhiyan Goals

- All children in school, EGS / AIS School by 2003;
- All children to complete five years of primary schooling by 2007;
- All children complete eight years of schooling by 2010;
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010

Broad Strategies

- Institutional reforms in the states to improve efficiency of the delivery system
- Sustainable financing
- Community ownership of school based interventions through effective decentralization. Institutional capacity building for improvement in quality.
- Community based monitoring with full transparency in all aspects of implementation
- Community based approach to planning with habitation as a unit of planning.
- Special focus on girls, scheduled caste (SC) /scheduled tribes (ST) working children, urban deprived children, children with special needs, children in marginalized families and children in hardest to reach groups.
- Thrust on quality and making education relevant.
- Recognition of the critical role of the teacher and focus on the human resource development needs of teachers.
- Preparation of District Elementary Education Plans reflecting all governmental and nongovernmental investments.

Indian Expenditure on Education:

The factsheet released by the Right to Education Forum reveals the contrasting trend of spending between the Union and the state governments. The report identifies a decrease in the Union budget allocation to education which “fell from 4.14 per cent in 2014-15 to 3.40 per cent in 2019-20.” In school education, the money spent had dropped from Rs 38,600 crore in 2014-15 to Rs 37,100 crore in 2018-19

The Centre for Budget and Policy studies prepared a fact sheet after a detailed study of public expenditure in 16 states supported by UNICEF and the analysis of educational finances in 6 states supported by the World Bank.

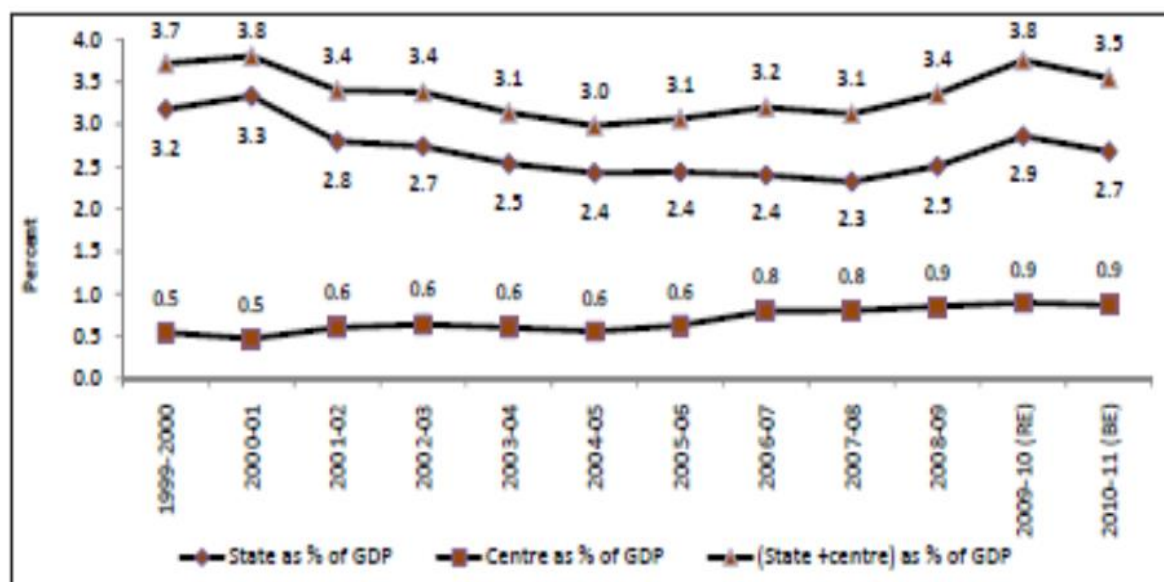
The report highlighted the gender based deprivation of girl child in India where 40% of the girls between the age of 15 and 18 are not enrolled in any educational institution. As per the report, nearly 60 million children lack access to education in India.

The factsheet indicates a downward trend of spending in the education sector as one of the biggest challenges. A CBPS report quoted in the factsheet specifies a direct relation between public investment in education and child development and empowerment.

The pattern of Union and State Government expenditure on a particular sector reflects the priority for the sector in public policies

In the last one and a half decades, India’s total public expenditure on education as percentage of GDP was the highest (3.8 percent) in 2000-01; but this level could not be sustained in the following years and it came down to 3.0 percent by the year 2004-05

1- India’s total Public Expenditure on Education as proportion of GDP (percent)

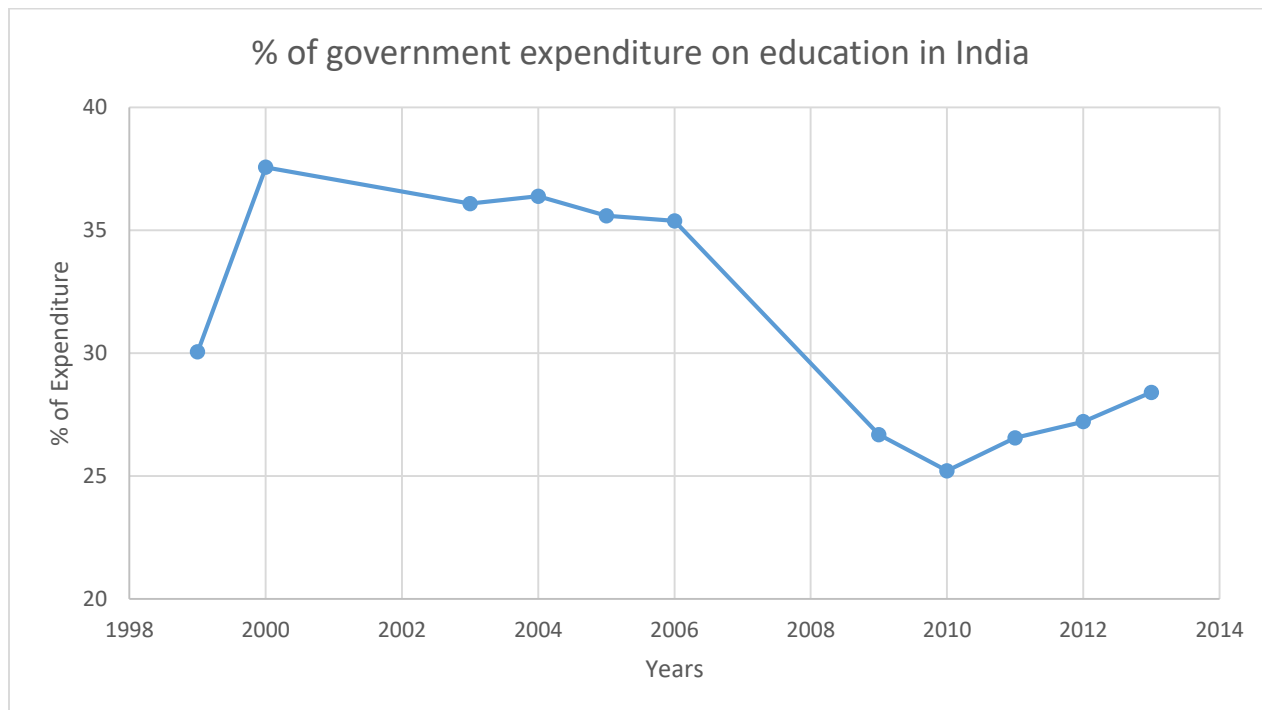


Expenditure on primary education (% of government expenditure on education)

Expenditure on primary education (% of government expenditure on education) in India was 28.40 as of 2013. Its highest value over the past 14 years was 37.56 in 2000, while its lowest value was 25.21 in 2010.

Year	Value
1999	30.05
2000	37.56
2003	36.08
2004	36.38
2005	35.59
2006	35.38
2009	26.68
2010	25.21
2011	26.55
2012	27.21
2013	28.40 ²

² Source: UNESCO Institute for Statistics (<http://uis.unesco.org/>)

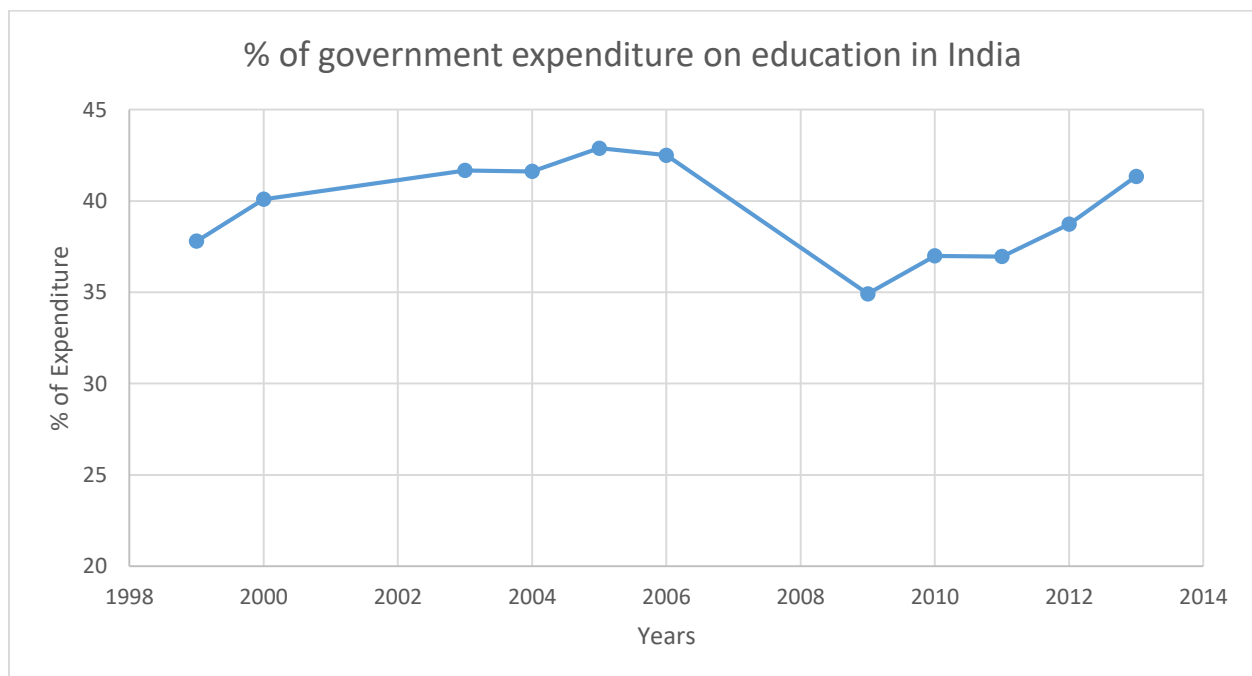


Expenditure on secondary education (% of government expenditure on education)

Expenditure on secondary education (% of government expenditure on education) in India was 41.35 as of 2013. Its highest value over the past 14 years was 42.89 in 2005, while its lowest value was 34.92 in 2009.

Definition: Expenditure on secondary education is expressed as a percentage of total general government expenditure on education. General government usually refers to local, regional and central governments.

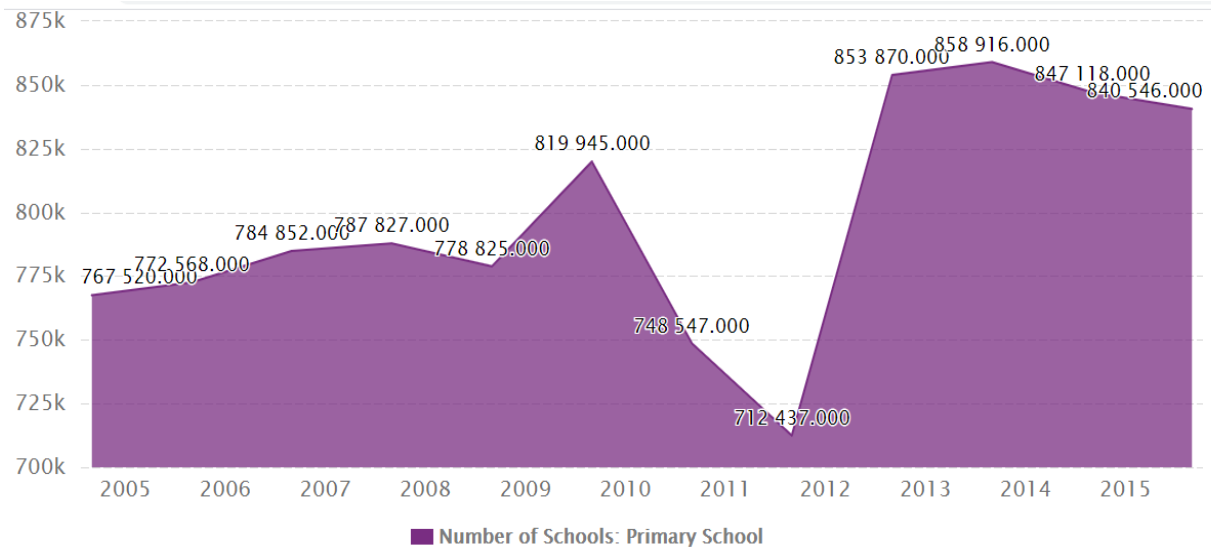
Year	Value
1999	37.80
2000	40.09
2003	41.67
2004	41.62
2005	42.89
2006	42.50
2009	34.92
2010	36.99
2011	36.96
2012	38.73
2013	41.35 ³



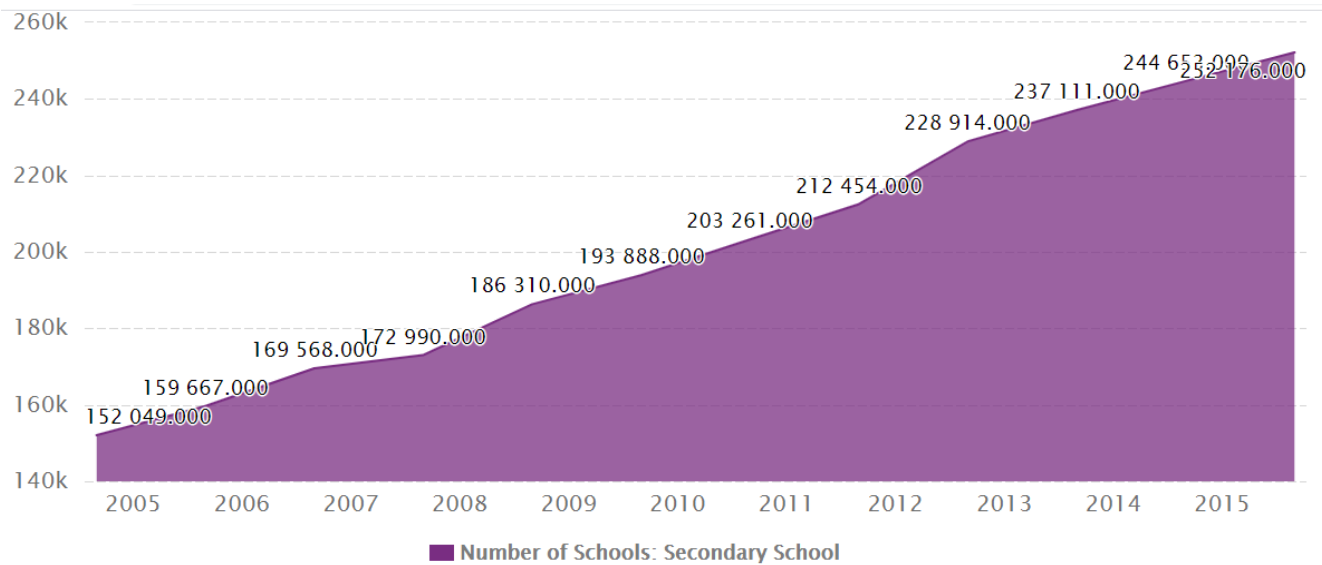
³ Source: UNESCO Institute for Statistics (<http://uis.unesco.org/>)

Number of Schools: Primary School

There is a decline in the number from 2014



India Number of Schools: Secondary School

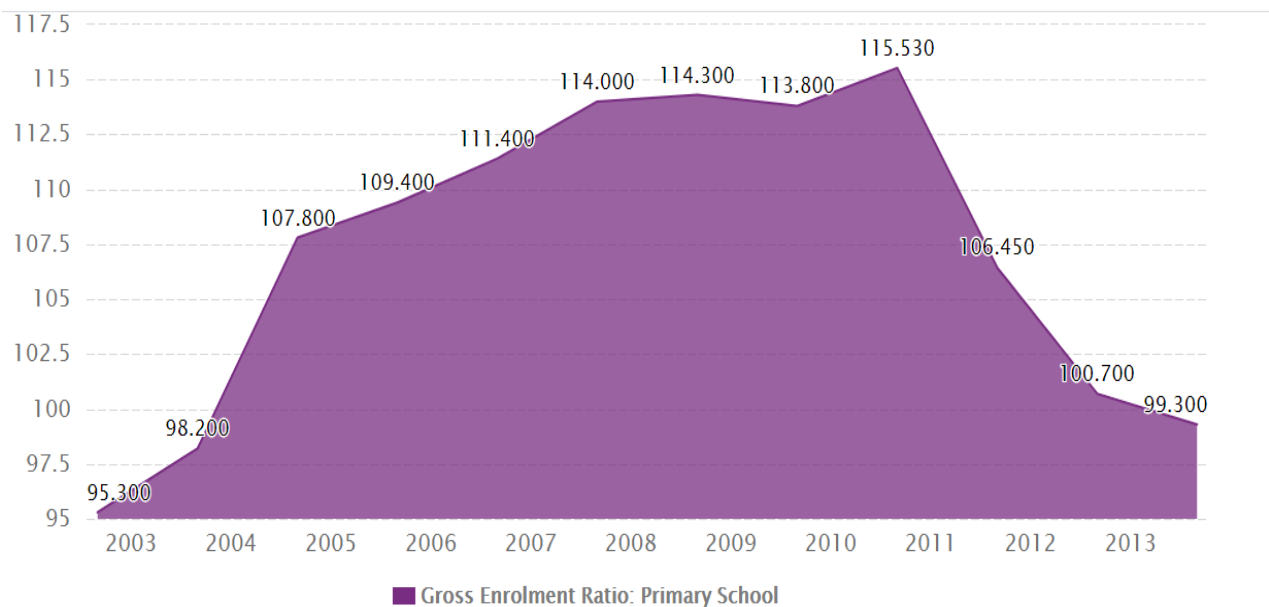


ENROLMENT

Gross enrolment ratio is the number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.

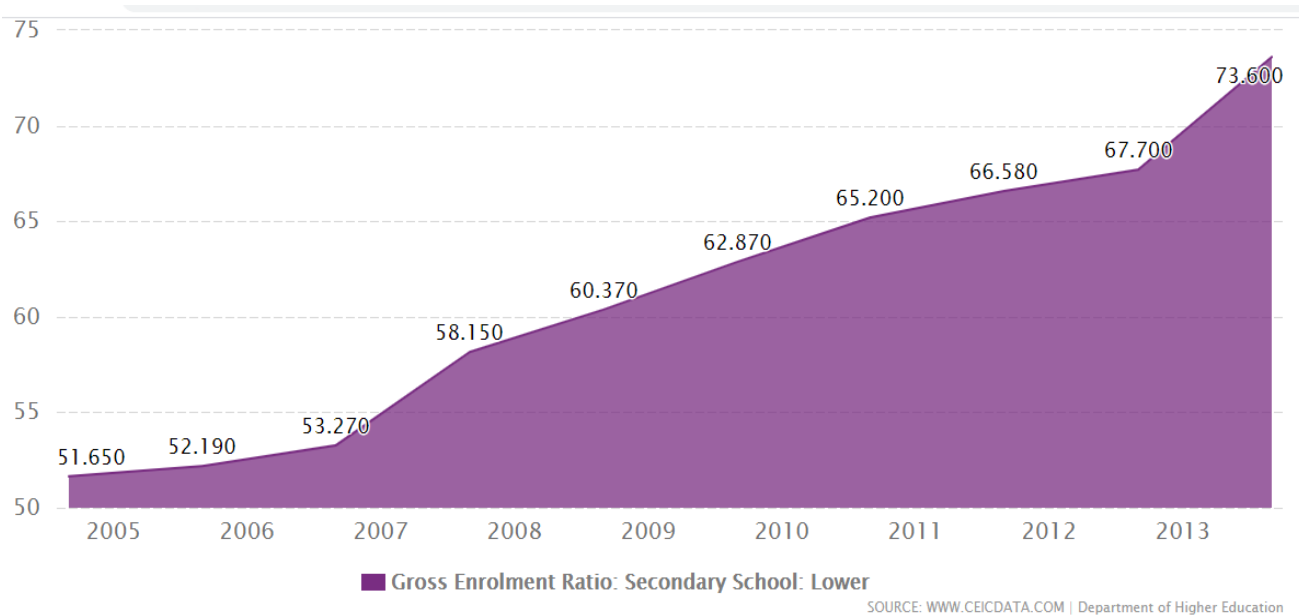
India's Gross Enrollment Ratio for primary schools was reported to be 99.3% in 2013. This records a decrease from the previous number of 100.7% for 2012. There has been a decrease in the GER from year 2011.

India's Gross Enrolment Ratio: Primary School from 1950 to 2013



SOURCE: WWW.CEICDATA.COM | Department of Higher Education

India Gross Enrolment Ratio: Secondary School: Lower



We see India Gross Enrolment Ratio for secondary school data was reported at 73.60% in 2013. The data clearly shows an increasing pattern for the enrolment in secondary schools in India through the years.

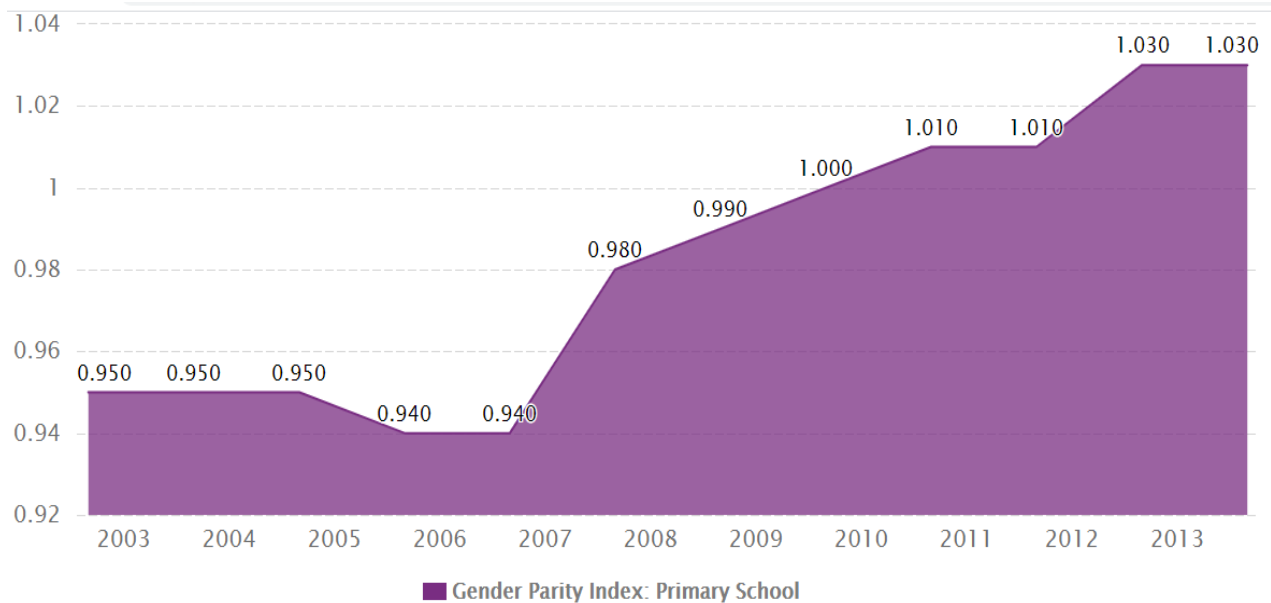
Gender parity index

Gender parity index (GPI) is a socioeconomic **index** usually designed to measure the relative access to education of males and females.

*A GPI less than one is an indication that **gender parity** favors males while a GPI greater than one indicates **gender parity** that favors females.*

India Gender Parity Index: Primary School

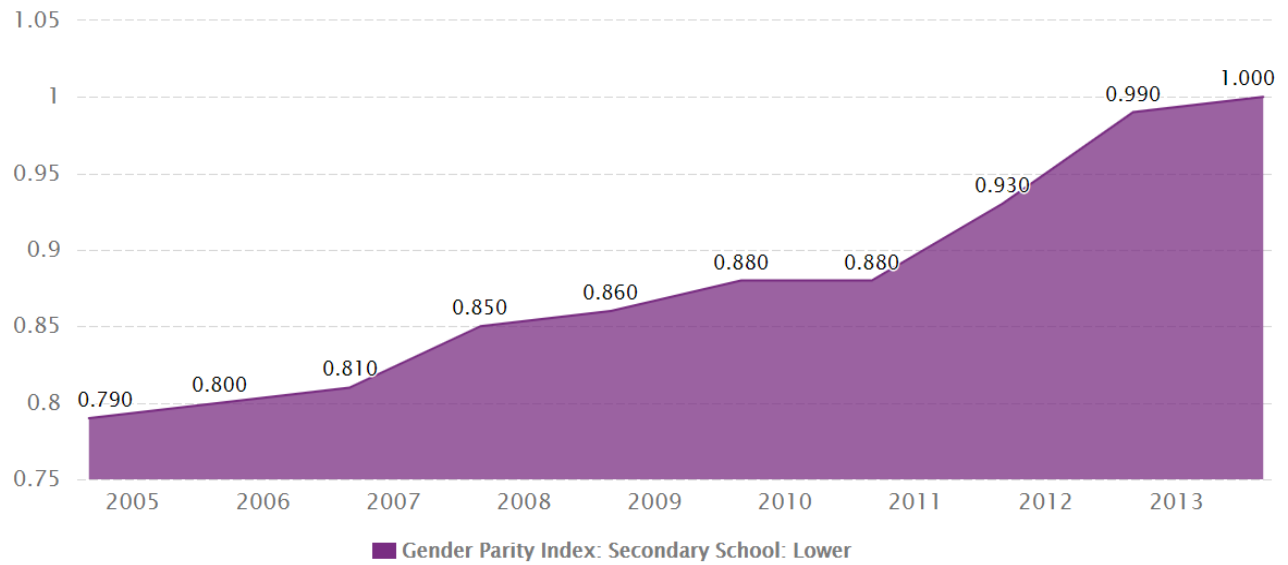
We see an increasing pattern in the gender parity index for primary schools since 2006 till 2013. With increasing gender parity index, we see the index is greater than 1 since 2009 favouring females



SOURCE: WWW.CEICDATA.COM | Department of Higher Education

India Gender Parity Index: Secondary School: Lower

Whereas in secondary schools with increasing index , the gender parity index has turned 1 in the year 2013



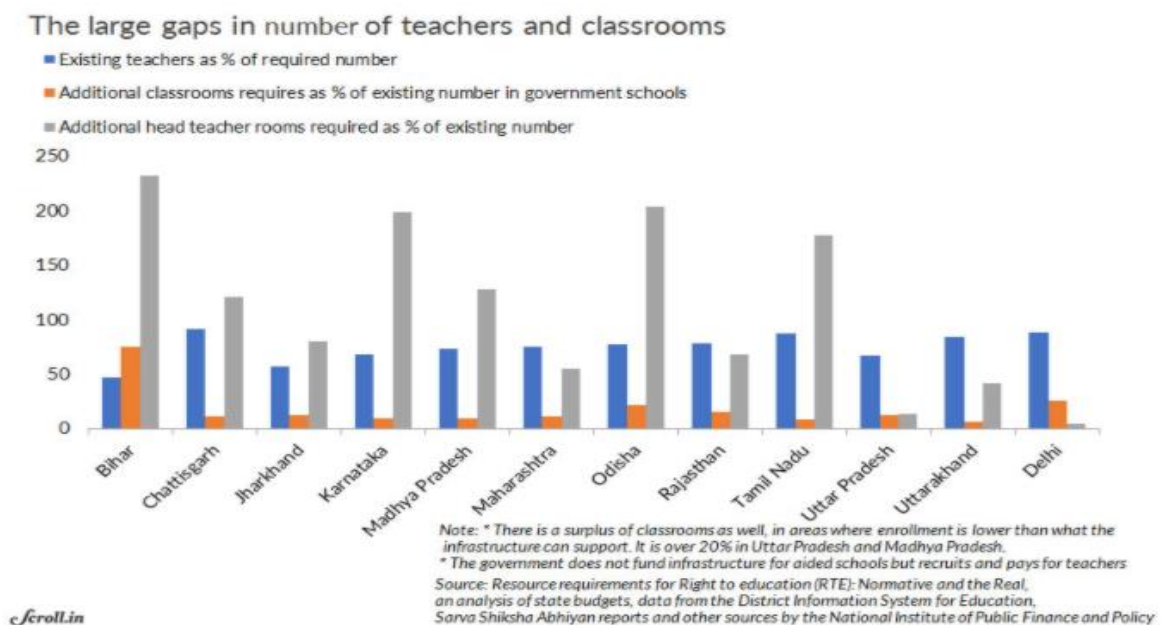
SOURCE: WWW.CEICDATA.COM | Department of Higher Education

INFRASTRUCTURE

As per the working paper of *Resource requirements for Right to Education (RTE): Normative and Real*, for the year 2017 the resource gap is widest in Bihar for rooms and teachers, but it is substantial in other states too. Delhi needs 25.15% more classrooms, Odisha needs 21.74%, and Rajasthan, 15.55%.

Rooms for head teachers are even harder to come by. Odisha needs 203.14% more head teacher rooms, Karnataka needs 198.67% more, and Tamil Nadu, 176.73%.

Every state needs more teachers. Jharkhand's current strength is just 56.4% of the requirement, Karnataka's is 68.1%, and Uttar Pradesh's, 67.4%.

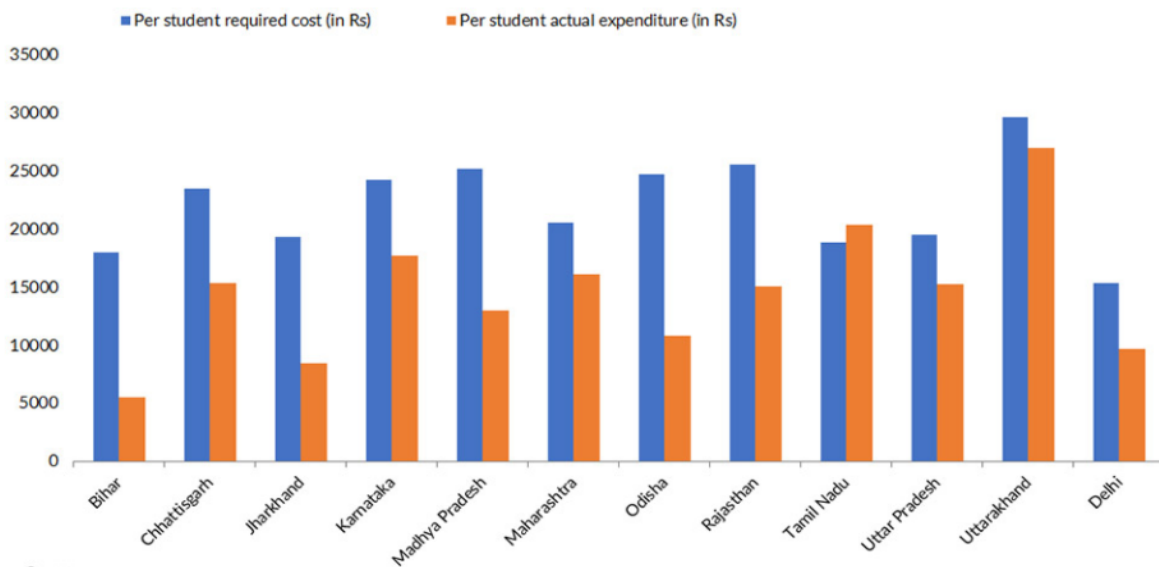


Of the 12 states considered, government-run schools in Bihar suffer the maximum resource gap.

Three out of 12 states are spending less than half of what is needed per student

All states except Tamil Nadu appear to spend less than what they ought to. Jharkhand spends Rs 8,504 per child per year where Rs 19,396 is required, while Odisha spends just 44.09% of the required Rs 24,701. Delhi, the study says, spends just 62.83% (Rs 9,691) of the required Rs 15,425 even though the state government increased allocation to education massively in 2015.

The gap between the required expenditure and actual expenditure per student



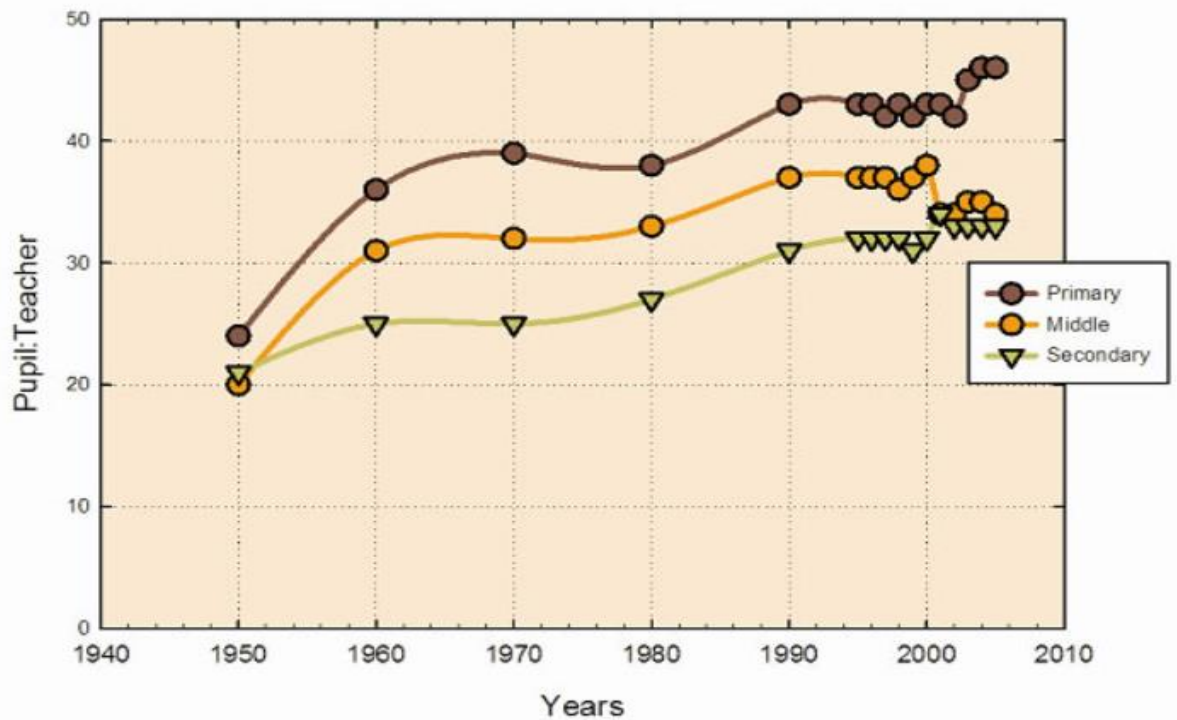
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Source: Resource requirements for Right to education (RTE): Normative and the Real

Per-student spending should be much higher than what it is in most states.

Pupil Teacher Ratio (PTR)

Teachers constitutes an important aspect of education. Pupil-teacher ratio is one of the critical indicators of education. It may provide insight to measure the quality of education. Being a large country, India requires sufficient number of teaches at all levels to impart good quality education.

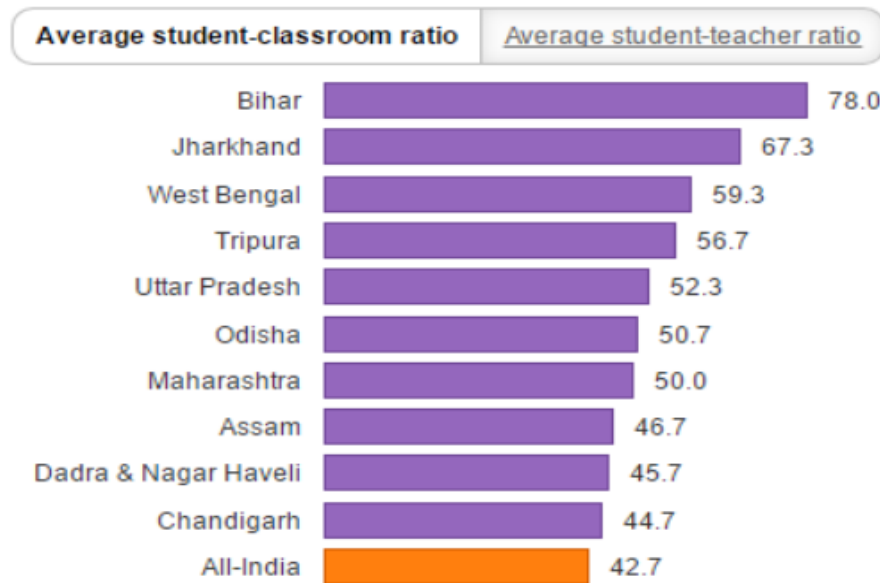


Clearly PRT was low at primary and middle level and required improvement

CLASSROOM

In the classroom

The graph shows the ten states with the worst (highest) student-classroom and student-teacher ratios. The Right to Education Act mandates a student-teacher ratio of 30.



For year 2017,

One of the biggest states of the country are short of infrastructure.