

Impact of Factories on School-Going Children: A Case Study on Hatiaba Village in Gazipur District

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A thesis submitted to BRAC Institute of Governance and Development (BIGD) in partial fulfillment of the requirements for the degree of Master of Art in Governance and Development (MAGD)

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Declaration

It is hereby declared that, I Md. Monirul Islam Patwary consciously assure that for the manuscript “Impact of Factories on School Going Children: A Case Study on Hatiaba Village in Gazipur District” the following is fulfilled

1. The thesis submitted is my own original work.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. All sources used are properly disclosed.

I agree with the above statements and declare that this submission follows the standard guidelines of ethical issues.

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Dedication

Dedicated
To
My beloved
Mother & Father

Abstract

Different dimensions of factories create employment opportunities for middle to lower-income class people. Over the years, it has created a huge impact on society. Within a decade, Hatiaba village under Gazipur district has been surrounded by some factories. In this study, what are the industrial impacts and its influence on school-going children, as well as how it ties down with school dropouts and child labor in Hatiaba village has been discussed, collecting data based on primary survey by interviewing village people, questionnaires, Focused Group Discussion (FGD) along with other secondary sources. This is an ingenious attempt to thoroughly examine the said issue. Both qualitative and quantitative research methodology have been used to assess the reality of the study area. Respondents of the study admitted that industry has had influences on school-going students directly and indirectly, the cases being – dropout from schools, child labor and socio-economic conditions of inhabitants. According to theoretical framework in this research discussed all these things to find out the current situation and problems of school-going students in Hatiaba village. Socio-economic condition is playing vital role in society. To setup some factories in Hatiaba village, it creates some social impacts simultaneously economic changes. The outcome of the study and major findings is that, factories impact on school dropout and child labor is less significant than poverty rather changes their socio-economic conditions little bit.

Key words: *Factories, dropout, child labor, Hatiaba*

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Contents

Declaration	ii
Approval	iii
Dedication	iv
Abstract	v
Acknowledgements	vi-vii
Contents	viii-x
Abbreviations	xi
List of Tables	xii
List of Figures	xiii

Chapter 1

1.0 Introduction

1.1 Introduction	1
1.2 General Information about Hatiaba Village	1-2
1.3 Socio-economic conditions of Hatiaba village	3-4
1.4 Rationale of the Study	4-5
1.5 Research Questions	5
1.6 Objectives of the Study	5
1.7 Limitations of the Study	5-6
1.8 Organization of the Study	6

Chapter 2

2.0 Methodology of the Study

2.1 Introduction	7
2.2 Tools	7
2.2.1 Interview with Semi-structured Questionnaires	7
2.2.2 Key Informant Interview	8
2.2.3 Focused Group Discussion (FGD)	8

2.3 Sampling	8
2.4 The Fieldwork Site	9-10
2.5 Data Editing and Presentation Process	10
2.6 Reliability of Data	11
2.7 Conclusion	11

Chapter 3

3.0 Literature Review

3.1 Introduction	12
3.2 A Brief Review of the Main Literatures	12-16
3.3 Industrialization and Child Labor	16-18
3.4 Newspapers and Reports	18-23
3.5 Conclusion	23

Chapter 4

4.0 Major Observations from the Fieldwork

4.1 Introduction	24
4.2 Industrial Situation of Hatiaba Village	24
4.3 Educational Institutions Information in Hatiaba Village	25
4.4 Dropout and Child Labor Situation of Hatiaba Village	24-29
4.5 Analysis of Fieldwork	29
4.5.1 Questionnaire	30
4.5.1.1 Educational Level and Professions of the Respondents	30-31
4.5.1.2 Family Income of the Respondents	32
4.5.1.3 Knowledge of Awareness about Factories	33
4.5.1.4 Other Observations of Questionnaire	33-36
4.5.2 Interview of Dropout Students	36-37
4.5.3 Interview of Key Informant	38-40
4.5.4 Analysis of Focused Group Discussion (FGD)	41-43
4.6 Changes in Lifestyle	44-46

4.7 Benefits of Factories	46
4.8 Conclusion	46-47

Chapter 5

5.0 Conclusion and Recommendations

5.1 Introduction	
5.2 Suggestions of Planned Industrial Zones	
5.2.1 Economical Support and Employment Opportunity	48
5.2.2 Reduce Environmental Hazards	48-49
5.2.3 Ensure Ecological Balance	49
5.2.4 Minimize Child Labor	49
5.2.5 Ensure Safety Net Program	49
5.2.6 Develop Roads Communication	49
5.2.7 Increase Enrolment in School	50
5.2.8 Reduce Dropout	50
5.2.9 Measure Environmental Impact	50
5.2.10 Stop Child Marriage	50-51
5.2.11 Create Awareness and Strong Supervision	51
5.3 Concluding Remarks	51
References	52
Annexure-1: Questionnaire	53-55
Annexure-2: Key Informant Interview	
Annexure-3: Interview of Dropout Student	56-57
Annexure-4: Focused Group Discussion (FGD) Students' Group	58
Annexure-5: Focused Group Discussion (FGD) Teachers' Group	59
	60
	61

Abbreviations

BANBEIS: Bangladesh Bureau of Educational Information and Statistics

BBS: Bangladesh Bureau of Statistics

BIGD: BRAC Institute of Governance and Development

BRAC: Bangladesh Rural Advancement Committee

CDL: Child Domestic Labor

CDM: Centre of Development and Management

CLS: Child Labor Survey

CRC: Convention on the Rights of the Child

DD: Deputy Director

EFA: Education for All

FD: Forest Department

GMR: Global Monitoring Report

GOB: Government of Bangladesh

ILO: International Labour Organization

IPEC: International Programme of the Elimination of Child Labour

PRA: Participatory Rural Appraisal

UN: United Nations

UNESCO: United Nations Educational, Scientific and Children Organization

UNICEF: United Nations International Children and Education Fund

USA: United States of America

List of Tables

Table	Title	Page
1	Educational Institution in Hatiaba Village	25
2	Dropout Situation of Hatiaba Hazi Samiruddin High School	26
3	Number of Child Labor and Dropout (High School)	27
4	Dropout Situation of Hatiaba Government Primary School	27
5	Number of Child Labor and Dropout (Primary School)	28
6	Dropout Students of Hatiaba Islamia Senior Alim Madrasah	28
7	Number of Child Labor and Dropout (Madrasah)	29
8	Educational Level of the Respondents	30
9	Professions of Respondents	31
10	Income Range of Respondents	32
11	Set up New Factories – Good or Bad?	33
12	Due to Factories, Child Labor Increases or Not?	33
13	Support Child Labor or Not?	34
14	Whether Factories Change Economic Condition or not?	34
15	Whether Factories Pollute Your School Environment?	34
16	Whether Factories Affect Enrolments of School?	35
17	Impact of Factories on School Dropout	35
18	Overall Analysis of Questionnaire	36
19	Why Dropout from School?	37
20	Occupation of the Interviewee	38
21	Whether Factories Pollute School Environment or not?	40
22	Reasons of Child Labor or School Dropout	40
23	Criteria of Focused Group	41

List of Figures

Figure	Title	Page
1	The Study Area	10
2	Educational Level of the Respondent	30
3	Professions of Respondents	31
4	Income range of Respondents	32
5	Occupation of the Interviewee	38
6	Changes in Lifestyle	44
7	Factories Create Positive Changes	45
8	Factories Change Economic Condition	46

Chapter – 1

1.0 Introduction

1.1 Introduction

To set up factories of a rural area is an entirely new phenomenon. It must be assessed how it affects the school-going children, their dropout rates and child labor. It is well-known that poverty and child labor are intertwined, which subsequently causes school dropouts. Considering these factors, my study includes whether factories impact on the educational institutions, dropout rates and child labor in the Hatiaba village. In this case study I have wanted to find out some quarries, whether any socio-economic changes occurred due to factories or not? Is there any direct relationship or involvement of factories with child labor and school dropout? On that note, I am trying to explore the socio-economic condition of Hatiaba village and focus on school going students, their present situation in context of child labor and dropout.

Obvious that some primary data about child labor and school dropout preserved by the educational institutions. With that existing data I compared these with the findings from questionnaire, key informant interview and focused group discussions. The comparative studies help me a lot in my research.

1.2 General Information about Hatiaba Village

Bounded by Mymensing and Kishoreganj districts on the north, Narayanganj and Dhaka districts on the south, Narsingdi district on the east and Tangail district on the west, Gazipur is one of the major districts in Dhaka with around 1806.36 square kilometers of land area. With a population of 34,03,912 people (Census-2011), 17.53 square kilometers of river and 273.42 square kilometers of forest land, it is a prominent district of 5 upazilas, 43 unions, 725 mauzas, 1114 villages and 1

city corporation. Gazipur district was formerly known as a sub-division of Dhaka district, which had been updated to being a district in 1984. Among its five upazilas, Gazipur Sadar is the biggest in respect of population. It occupies an area of 457.67 square kilometers including 0.31 and 54.52 square kilometers of river and forest areas respectively. There are 71 mahallas, 8 unions, 181 populated mauzas and 264 villages. Incorporated with undulated terrain, we can find fertile land, forestry, water bodies, inland captures, cultural fisheries etc. It faces disasters like drought, water pollution, unhygienic waste management, deforestation, loss of fertile land, unplanned brickfields, housing in agricultural land and industrialization in reserved forests. Under the Gazipur City Corporation, ward no 23, lies the study area, Hatiaba village. It used to be under the Kayaltia union which is under the said city corporation now. Kayaltia union has an area of 17391 acres with 27992 total households and 115281 total populations. There are high lands, medium-high lands, medium-low and low lands, with a percentage of 50%, 30%, 16% and 4% respectively, in this union. The present land use percentage has been calculated as follows – agriculture-38%, forest-33%, road-1%, settlement-17%, urban-5% and water bodies-6%. The area is agro-forest and urban commercial zone. Hatiaba is a large village under this union, with an area of 1011 acres, 1391 total households and 6670 total population (Population and Housing Census 2011, BBS). The current pattern of land usage has been practiced for a long time, with moderate fertile land and communication and marketing facilities available. Conversion of forestland to settlement, agricultural land, public utilities, farmland forests and industrial purposes is the major problem. Agricultural production is largely affected by weather and climate. This village boasts a sub-tropical monsoon which is distinguished by its seasonal rainfall, moderate temperature and humidity. (National Land Zoning Report: Gazipur Sadar Upazila, District: Gazipur 2014)

1.3 Socio-economic conditions of Hatiaba village

Hatiaba is a large village under Kayaltia union. Total area of Hatiaba village is about 1011 acres, total households are 1391 and total population are 6670. Land fertility status of this village is moderate fertile land, present land usage has been practiced since long ago, communication and marketing facilities are available. (Population and Housing Census 201, BBS). Transformation of forestland to agriculture and other land usage are creating environmental hazards. Major problems of this area are: most of forestlands had been trespassed into and therefore gone under other land uses like house settlement, public establishments, agriculture, and farmlands and industrial purposes. Agricultural production is highly dependent on adapting to climate changes. This village enjoys a sub-tropical monsoon climate which is characterized by seasonal rainfall, moderate temperatures and humidity. Temperature, rainfall and other parameters collectively play the key factors of crop growth, flowering, fruiting that largely determine their yields. Based on climate there are two distinct seasons, rabi and kharif, separated by two transition periods. Farmers earn their livelihood from land-based agriculture activities. (National Land Zoning Report: Gazipur Sadar Upazila, District: Gazipur 2014)

It is the main source of their employment and income. People are mainly from farm families, sharecropper and agricultural labor. Most are marginal and small farmers. They are relatively poor and often cannot meet their basic needs from traditional crop production practices. Medium and large size farm families which are involved in agriculture occupy most of the land. Landless farm families perform different jobs as day laborers or work at small or medium sized manufacturing companies. Some people migrate from one place to another to look for jobs. Segmentation and transfer of agricultural land from one use to another creates pressure in productivity and livelihood in this village. Land type is the dominant factor to guide the choice of crops and cropping patterns of Hatiaba village. This village has predominantly medium high land and usually above normal

flooding level, which can provide wide range of opportunities for growing crops. High land and medium high land are suitable for diversified crop cultivation including paddy, potato, maize and vegetables. However, urbanization and land deterioration isolate and decline agricultural land resources. Most recently, Gazipur municipality had been declared as a City Corporation and Hatiaba village is included in city corporation area. Therefore, urbanization process is gradually developing and industrial opportunity is increasing in this area. (National Land Zoning Report: Gazipur Sadar Upazila, District: Gazipur 2014)

Farming is the most dominant and dynamic land use and agriculture is shaping a substantial part of Hatiaba village landscape. Here paddy, jute, turmeric, vegetables are noteworthy crops. Besides, fruits like mango, jackfruit, pineapple, guava, papaya, tamarind are also grown. The rural areas have emerged as a new driver of economic growth through the development of surrounding village markets. Due to industrialization, people from different occupations settle here for both personal and economic purposes. It could end the loss of livelihood, damage of property, food insecurity, climate migration, loss of identity etc. Here agriculture is the main occupation, however, people are engaged in non-agricultural labor, commerce, service, construction and others. Activities displayed by Hatiaba villagers are pottery, teaching, daily labor, livestock and poultry rearing, services, small trading, construction, wood collection, cultivation and crops harvesting. (National Land Zoning Report: Gazipur Sadar Upazila, District: Gazipur 2014)

1.4 Rationale of the Study

Factories have both positive and negative influence over our country and its economy. It plays a significant role in creating employment opportunities for the average and poor people with small, medium and large factories. It is a completely new phenomenon to industrialize a rural location. Thus, it must be analyzed how it affects school-going children, their dropout rates and child labor.

It is common knowledge that poverty and child labor are linked, which results in school dropouts. The rationale of this study is to find out if factories have an impact on the said factors in Hatiaba village.

1.5 Research Questions

In this case study, the following questions have been asked:

- What are the general changes prompted by some factories in the study area?
- Do factories encourage child labor directly or indirectly?
- Is there any effect of factories on school dropout?

1.6 Objectives of the Study

To factually examine the consequences of selected factories on school-going children and socio-economic conditions of Hatiaba village would be the primary focus of the study area. The objectives of the study are as follows:

- i. To capture the socio-economic condition of Hatiaba village;
- ii. To find out the child labor situation and school dropout status of Hatiaba village;
- iii. To figure out the impact of selected factories on school going students in the study area.

1.7 Limitations of the Study

- The case study area is only one village and the respondents are taken from the same area and location;
- Due to lack of literacy among the respondents, I have to fill the questionnaires myself after asking relevant questions and gathering information;
- Sometimes the respondents may feel embarrassed and hesitate to answer certain questions;

- Non-cooperation to provide accurate information by the Environment and Forest department of Gazipur district;
- Uncertainties regarding providing information by the industrial authorities;
- Inadequate supply of data from the school authorities

1.8 Organization of the Study

Chapter-1: Introduction

This chapter contains rationale of the study, research questions, objectives of the study, and limitations of the study

Chapter-2: Methodology of the study

In this chapter, the sampling technique, collection of data: primary and secondary data collection, both qualitative and quantitative data analysis, necessary tools of analyzing have been discussed.

Chapter-3: Literature review

This chapter mainly discusses literature review with some conceptual issues.

Chapter-4: Major observations from the field.

This chapter contains the general changes that occurred due to factories in the study area. In this chapter analysis of data and interpretation of various issues like industrial impact, child labor and school dropout in the context of data collection from various stakeholders are discussed.

Chapter-5: Conclusion and recommendations

The final chapter that concludes the study with references and bibliography.

Chapter – 2

2.0 Methodology of the Study

2.1 Introduction

My research is about some selected factories, school going children, dropouts and child labor. The number of respondents is huge if I consider all the associates. Hence, stratified sampling has been used to select the respondents for this study. I used both qualitative and quantitative methods in this study, qualitative like key informant interview, focused group discussion and quantitative methods used in the study is questionnaire survey. I used data in my study from both primary and secondary sources.

2.2 Tools

The following data collection tools and techniques were used to gather data and information related to the objectives:

- a) Interview with semi-structured questionnaires;
- b) key Informant interviews (KII);
- c) Focus group discussion (FGD)

2.2.1 Interview with semi-structured questionnaires

There are many stakeholders under the research topic of impact of factories on school-going children in Hatiaba village. For in-depth analysis of the situation, I have made questionnaires for the stakeholders, which includes the students, teachers, guardians and other villagers. 40 respondents were found to have responded to the questionnaire.

2.2.2 Key Informant Interview

I have interviewed some relevant people for the study, such as the concerned school's headmaster, guardians, dropout students, industry owners, local public representatives and others.

2.2.3 Focused Group Discussion (FGD)

The head of educational institution and community leaders help me organize a group. I worked with three focused groups. These are primary school students' group, high school students' group and teachers' group. As a facilitator, I explain to the groups about focused group discussion, my aim and objectives and how the group responds. I expressed my topic and views to the groups. They shared their views and opinions which I have rewritten in my words.

2.3 Sampling

Since there would be an enormous number of respondents considering all the associates under the factors of this study, stratified sampling has been used to select the respondents. Before conducting the study, required consent had been taken from the concerned bodies. During the preparation of data collection instruments, local norms, values, customs and practices were honored. Participation to the interview was entirely voluntary. The personal information of a participant has been kept confidential.

40 respondents were randomly selected among the school students and teachers as sample for interview with semi-structured questionnaire. At least 10 people are interviewed from these respondents including the local representatives, industry owners and local residents. Focused Group Discussion was conducted with 3 groups consisting of 12, 10 and 8 respondents.

2.4 The fieldwork site

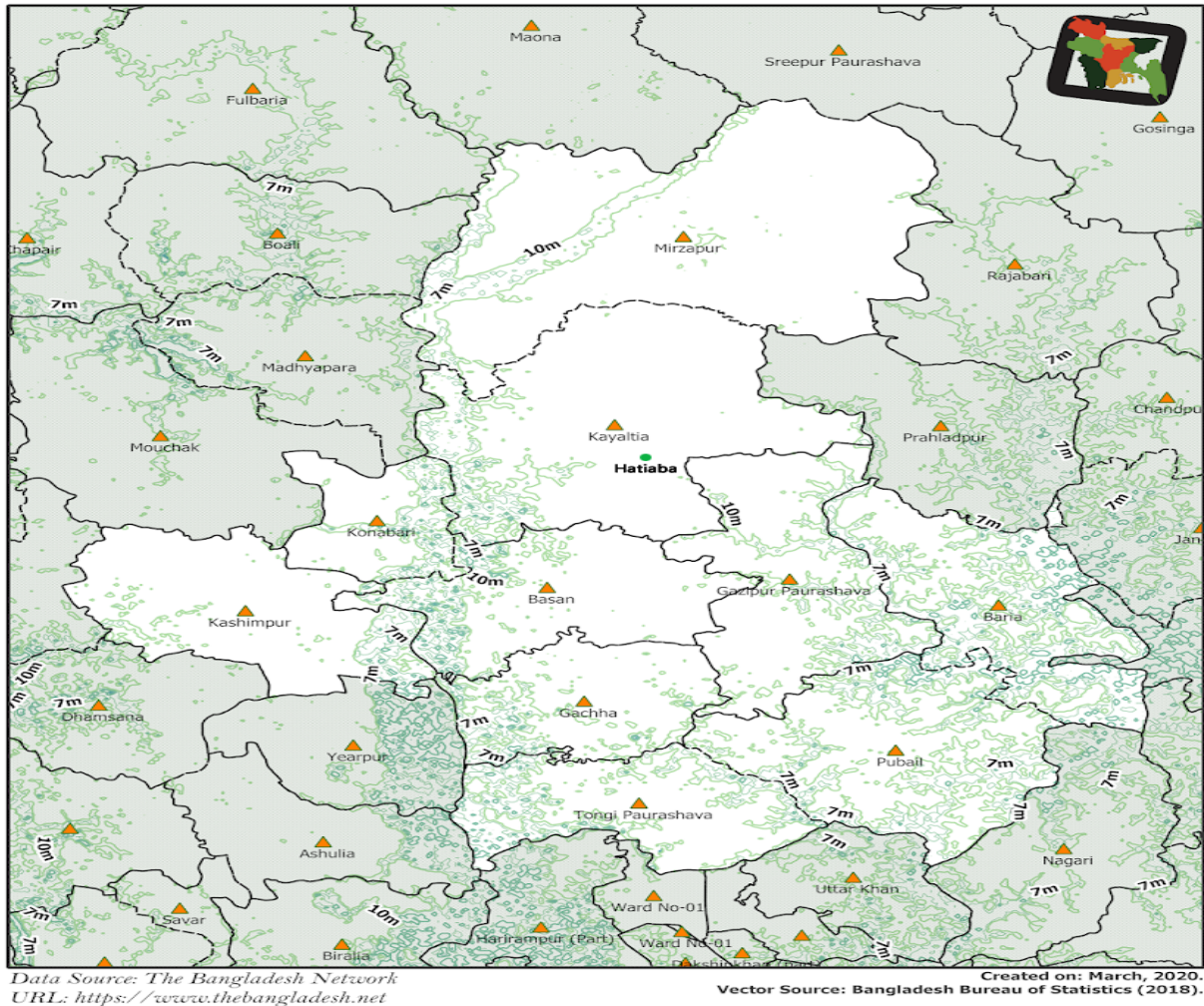
For this study I chose to collect data from Hatiaba village, because it is situated in a reserved forest area. Within a decade, a few factories have been set up in this village. At the beginning of the study, I had some discussions with local inhabitants and key informants regarding the background of the area, local communities, current conditions and schooling activities of the village.

Hatiaba village is situated in Bhawal garh. The Bhawal garh was noted for peacocks, tiger, leopard, black panther, elephant, clouded leopard and sambar deer. However much of the wildlife had disappeared and only a few species remain. Most of the forest has been abolished and is now occupied by forest department and heavy factories. Most of this area was covered by forests fifty years ago and the dominant species was Sal and Gajari trees. Bhawal garh has 345 plant species, including 151 different tree species, 53 shrubs, 106 herbs and 34 climber species. The wildlife includes 13 mammals, 9 reptiles, 5 birds and 5 amphibians. In addition, the Forest Department has recently introduced peacocks, deer, pythons, and cat fish. (<https://www.thebangladesh.net>)

The map of study area is given below.

Figure-1, Title: The study area

Upazila: Gazipur Sadar
District: Gazipur
Country: Bangladesh



Source: The Bangladesh Network. <https://www.thebangladesh.net>

2.5 Data editing and presentation process

After the completion of fieldwork, the collected data and information has been edited to ensure accuracy. The edited version is then processed and tabulated with the help of Microsoft Excel and Microsoft Word for presentation.

2.6 Reliability of Data

The collected information had been verified upon taking multiple interviews from the same categories of respondents, and also cross-checked with other respondents to ensure consistency and credibility.

2.7 Conclusion

Factories are getting more importance in our country day by day. This research is an attempt towards describing the impact of factories on school-going children in the rural area. This chapter showed the approach of the study, the tools used, fieldwork site, data editing and presentation procedure and limitations of the study.

Chapter – 3

3.0 Literature Review

3.1 Introduction

In this chapter, I have focused on research done by local and international researchers, academics and experts on industrial revolution. However, few have addressed the impact of factories on school-going children. Some writings from scholars, newspaper reporting, government and institutional survey reports are included in this chapter. Some theoretical ideas that discuss the relationship between dropouts and child labor have been considered.

3.2 A Brief Review of the Main Literatures

Federman. M, Levine. D.I (2005) in their article *The Effects of Industrialization on Education and Youth Labor in Indonesia* examines the relationship between growth in manufacturing employment and youth outcomes in Indonesia from 1985 to 1995, a time of rapid industrialization, in comparison with cross-national studies.

From Adam Smith (1776) and Marx and Engels (1848) in the last few centuries to the 'Washington Consensus' (Williamson 1990) in the 1980s and 1990s, many analysts believe that industrialization brought 'development', implying the assumption that industrialization has improved the well-being of a country in many ways, including the quality and achievement of education. At the same time, Smith, Marx, and other creator of the term "Washington Consensus" (Williamson 1999) warned of the political disadvantages of industrialization, adding increased pollution, rising inequality and decline in social solidarity. Some concerns are particularly focused on how industrialization reduces investment in youth; industrialization can reduce enrolment by attracting young people to

work in factories or increasing the demand for young people to help at home (Federman and Levine, 2005).

From 1967 to 1997, Indonesia was one of the world's biggest economic success stories with real GDP growth averaging 4.8 percent per year. The number of people living on \$1 US a day dropped from 87.2 million in 1970 to 21.9 million in 1995 (World Bank 1999). Literacy rates rose, immunization rates rose, infant mortality declined and other indicators of development showed great progress as well. 1985 to 1995, a period of rapid industrialization just preceding the 1997-1998 financial crisis, makes Indonesia a natural case study of effects of industrialization. From a minimal 6 percent of the labor force in 1985, producing employment increased more than twice in absolute terms in the next decade. On the other hand, the enrolment remained constant for males aged 13-15 and females aged 16-17, rising slightly for females aged 13-15 and falling for males aged 16-17. Families must pay for uniforms, books and various fees, otherwise schooling in Indonesia is formally free. Some private and publicly funded schools have an Islamic curriculum, but most schools are secular. For these generalized results, the consolidation of funding for education during this period also has major consequences.

However, when investigating this relationship, one of the concerns of industrialization is that young people will not go to school due to lower returns to education, more need for children to take care of their younger siblings, and greater demand for young labor in factories. A moderately positive correlation was found between regional manufacturing employment and youth outcomes. District-level industrial employment growth is positively associated with higher enrolment and lower youth labor force participation rates, validating a more optimistic view. On the contrary, at the household level, an adult female manufacturing worker has increased responsibilities at home

which cause lower enrolment. Conversely, it increases the enrolment rate for male youth aged 13-15. (Federman and Levine, 2005)

The authors explain how factories influenced employment in factories and enrolment in schools, saying that they're correlated. During this period, education funding was highly centralized. Industrialization that increased tax revenues could be spent nationally rather than just the industrialized regions. Factories might affect the local enrolment more strongly by increasing public sector revenues in a less centralized region. In 2002, Indonesia had a major shift to decentralized mode of public finance, where districts retain most of the tax revenue they collect. This shift in tax policy will strengthen the relation between industrial development and school enrolment.

Basically, the apparently positive impact of factories on school enrolment is gratifying. An important area for future research is to understand the factors driving this relationship in Indonesia and other countries. It is also important to understand how factories influence other results for children and youth. (Federman and Levine, 2005)

Brun, A.L., Helper, S.R., and Levine, D.I. (2011) wrote another article with the setting in Mexico. The title of the article is *The Effect of Industrialization on Children's Education, the Experience of Mexico*. In this study, they used the data from the census to evaluate the impact of industrialization on children's education in Mexico. They found minor positive effects of industrialization on primary education, which are more for domestic productions than for export-intensive companies (maquiladora). Contrarily, teenage girls in Mexico counties (municipio) with more growth in maquiladora employment in 1990-2000 have notably less educational accomplishment compared to girls in counties with less growth.

The connection between industry growth and receiving education is vague. Industrialization can increase education by increasing parents' earnings, public sector income, skill performance, and children's access to schools, while also reducing education by increasing the opportunity costs of keeping children in school, reducing skill output and leading to immigration and other social barriers that may make it difficult to go to school. (Brun, Helper and Levine, 2011)

They observed that there is an arguable relationship between the degree of industrialization and supply of education. If industrialization is domestically focused, it increases the rate of achieving primary education. Promoting industrialization may cause an increase in parents' income and encourage them to send their children to school, but they may also want to increase their total household income by making the children work as well rather than having them receive education, if the skills necessary are lowered in such factories. In the sample of the study, the percentage of workforce employee rose from 2.3% to 4.5% between 1990 and 2000. This caused an increase in educational attainment for children aged between 7 and 12. If the same increased employment occurred in domestic manufacturing, the impact on primary education would have been more than twice.

Some indecisive results of a research on the impact of factories on children's education indicate that there is scope for further research in this field. Four channels were identified through which a significant share of industrial employment might affect children's demand for education, income, urbanization, family disruption and educational instalments. Despite the small early improvements in school years completed during "non-maquila" and "maquiladora" employment, these achievements in educational sector are erased by the time children turn 16 years old. The more "maquiladora" employment there is in their counties, the less education the girls have, particularly between 16 and 18 years of age. This causes the opportunity cost to rise for these young women

because of the absence of their mothers and their own ability to get these jobs. (Brun, Helper and Levine, 2011)

Masuhama. M (2006) in an article *Macro Analysis of Child Labor and School Enrolment* shows 106 countries that has displayed some degree of child labor between 1990 and 2003. The relative factors were divided into four categories: economic, political, educational and socio-cultural. Issues such as child labor are not dependent only on economical components, but the rest of the factors are also directly involved in changing the rates of child labor and school enrolment. Enforcing different educational systems and policies effectively increase primary school enrolment, but it is observed that child labor is more strongly connected to secondary school enrolment. Hence, it is very important to consider political factors besides economic development, such as quality of governance and stability of the nation in order to increase secondary school enrolment.

It seems to be more beneficial to concentrate on rural areas by increasing adult employment opportunities, expanding factories, improving educational quality and relevance and refining socio-cultural effects by raising awareness through campaigns. (Masuhama, 2006)

3.3 Industrialization and Child Labor

Industrialization took a massive form with the industrial revolution which began in the late 1700s in Britain. The industrial revolution was a crucial moment in world history, affecting communities all across the globe. It had a significant impact on the lives of working-class individuals and children in industrial societies. Child labor was ubiquitous in industrial civilizations, with children as young as four years old being frequently employed in the factories and mines that sprung up at the time.

In the late 18th century, child labor was extremely common. Due to the migration of farmers and their families looking for work in newly established factories and mines, industrial cities and towns rose substantially at the time. With overcrowding, poor sanitation, disease transmission, pollution, the living conditions in these cities and towns were revolting. Workers were also paid inadequately that barely permitted them to cover their living expenses such as rent and food. Consequently, most of these families relied on the additional income that their children earned from working.

There were a variety of reasons as to why factory owners preferred to hire children for work. To begin with, children could be paid far less than adults for doing the same amount of work. According to some estimates, children were paid between 10% and 20% of that of an adult. Thus, the employers would save money by hiring children. In addition, when it came to completion of a work and accepting punishment, children were more obedient than adults. Employees who would be late to work would be whipped or beaten by factory overseers, who were engaged as factory floor managers. So, the factory owners employed children since they were simpler to manage. An adult, on the other hand, would resist or fight back. Lastly, children are naturally smaller and could fit into tight spaces. This was particularly significant in the mechanized factories of the late 18th century. As a result, factory owners employed children because it helped in the production of goods.

Besides working in factories, a lot of children were also employed in coal mines. Coal was one of the pivotal resources of industrialization and became even more important with the invention of steam engine. Children were used in coal mines starting from the mining, to bringing the coal to the surface, to sorting the coal and removing any impurities. They were ideal for such work because of their small frames and being able to dig into deep channels. It was very dangerous for children

to work in the coal mines since they could collapse at any time and the air quality was very poor which led to severe breathing problems.

Since the beginning of industrial revolution till now, there have been many changes to the labor laws and child labor laws specifically. But in a developing country like ours, industrialization in a rural area still causes the same issues and pulls children into the workforce for the same reasons. It is very unfortunate that with changing times and striking development, child labor has not reduced.

3.4 Newspapers and Reports

According to the Education for All (EFA) Global Monitoring Report from 2005 to 2013, there has been a dropout rate of 21% in primary education, although there has been much progress in enrolment. The net enrolment rate increased from 87.2 to 97.3, while the average dropout rate declined from 10.2 to 4.3 at the same period. The report was presented in Dhaka at a program organized by the Bangladesh National Commission for UNESCO at the auditorium of the Bangladesh Bureau of Educational Information and Statistics (BANBEIS). The report says that the rate of completion of primary education climbed from 52.8 to 78.6, while also identifying that the student-teacher ratio is a major challenge in primary education. According to the National Education Policy 2010, the teacher-student ratio in primary education should be 1:30 and by current status the goal has been achieved by 2018. During the last two decades, the gender equality in enrolment at both primary and secondary levels have been accomplished, including tertiary education where the rate shows an upward trend, since the support from the enhanced female stipend program in 2009. (The Independent, *Dropout Rate in Primary Education 21 pc*, October 26, 2015)

In the past six years, the dropout rate in secondary level education fell in 2011 by 1.98 percent, bringing it down to 53.28 percent, according to a government report released on the previous day. According to BANBEIS, the net enrolment rate in secondary level is 56.50 percent. About 46.73 percent of boys dropped out in 2011, while it was 56.43 percent among girls (Bangladesh Education Statistics-2011). The BANBEIS director said that although the dropout rate was still high, being at 39.80 percent, the net enrolment rate in primary level had risen to 94.83 percent. (The Daily Star, *Dropout Rate Decreases*, January 1, 2013)

Education is free and compulsory up to eighth grade, but approximately 1 million children have never been to school. Dropout of the education system before completing primary education, citing the inability to bear educational expenses as the main reason. Because despite education being free of cost, there are other expenses for transport, food, uniforms etc. Hindrances within the education system such as a high teacher-student ratio may discourage children from attending classes. Moving frequently due to evictions, public unrest with employment, instability, unplanned family situations further aggravate the dropout rates of children living in slums. As a result, they start working to have a more stable income. Child laborers miss their right to education as well because of working hours, since they coincide and of course, they choose work over education. (UNICEF, ILO, World Bank Group, *Understanding Children's Work in Bangladesh*, 2009)

Now I will discuss some of the surveys and reports relevant to my area of study.

Child labor is a marginal concept of working children. There are about 3.2 million child laborers in Bangladesh, reported the International Labor Organization. 5 million children are economically active among the children of age 5-14. When children are forced to work, their rights to education, leisure and play are easily dismissed. They become vulnerable to trafficking, abuse, violence and

exploitation. Millions of children reportedly do not attend school, although estimates may vary. (National Child Survey, 2002-2003)

Child Domestic Labor (CDL) is one of the most common forms of child labor. Girls are more prone to provide domestic services than any other form of work. The situation is very risky for a child, since their lives are totally under control of their employers. Violence and abuse can happen outside the view of the rest of the world. Like many other developing countries, the incidence of CDL is quite notable in Bangladesh. (Baseline Survey on Child Domestic Labor in Bangladesh, 2006)

The Child Labor situation in Bangladesh was first revealed in depth by a national survey conducted by Bangladesh Bureau of Statistics (BBS) in 1996. The knowledge on child labor in Bangladesh has been updated by a follow survey carried out by the BBS countrywide in 2003. According to the 2003 National Child Labor Survey, among the Bangladeshi children aged between 5-17 years, 7.42 million were economically active, of which 3.18 million are considered child laborers, representing 7.5 percent of the entire child population in this age range. It was reported that about 1.3 million children are involved in worst forms of child labor, defined as children working 43 hours or more in a week. About half of all child laborers do not attend school at all and among child domestic workers only 11 percent attend school. (Baseline Survey on Child Domestic Labor in Bangladesh, 2006)

Certain groups of children are more likely to work than others, for instance, boys comprise about three quarters of all working children. In slums, almost one in 5 children aged 5-14 are child laborers, and of these only 25 percent attend school. (BBS/UNICEF, *Multiple Indicator Cluster Survey*, 2006-2007)

The latest and most noteworthy report of child labor is *Child Labor Survey, Bangladesh-2013*, published by BBS in association with ILO. Crucial information such as the present situation of working children and child labor in the country can be found in this report. It also contributed to the National Plan of Action 2012-2016 for implementing the National Child Labor Elimination Policy-2010. It shows a significant improvement compared to the Bangladesh Child Labor Survey 2002-03 reports, since it embraces the international statistical measurement standards for child labor adopted at the 18th International Conference of Labor Statisticians in December, 2008.

The definition of working children and child labor have been based on the principles adopted in the 18th International Conference of Labor Statisticians and *Bangladesh Labor Act-2006* and its amendment in 2013, taking into consideration the gazette notification on hazardous child labor as a foundation for the concept. 12 to 17-year-olds carrying out non-hazardous or “light work” up to 42 hours each week is acceptable and considered working children. A child aged between 5 and 11 doing any kind of work for a certain period of time is considered child labor. If a child irrespective of age works for more than 42 hours each week, engaged in non-hazardous or any other job mentioned in the gazette notification, it would be heeded as hazardous child labor. (Child Labor Survey, Bangladesh 2013)

Around 0.2 million children are employed without attending schools (Bangladesh Bureau of Statistics, 2015). Despite moderate advancements in efforts to eliminate child labor, 4.3% of all children are still child laborers in Bangladesh, with the majority (39.7% and 27.3%) employed in the agricultural and manufacturing sectors, respectively (Bureau of International Labor Affairs 2018; Bangladesh Bureau of Statistics 2015). The National Child Labor Survey 2013 evaluated that among children aged between 5 and 17 years, there are 0.57 million working children in urban areas and 0.43 in city corporation areas (Bangladesh Bureau of Statistics 2015). The government

has signed the ratification of the ILO's Worst Forms of Child Labor Convention (C182) and the UN Convention on the Rights of the Child (Herath and Sharma, 2007). Very recently, the government of Bangladesh also enacted the National Child Labor Elimination Policy (2010). The Bangladesh Labor Welfare Foundation (2016) revealed that a significant proportion of children in the urban industrial sector toil as long as 16 hours a day in environments where there are various workplace hazards. In another study, researchers stated that children in the manufacturing and service sectors of Bangladesh are usually exploited by working on average 43 hours per week (Norpoth et al. 2014). The ILO estimates 73 million child laborers are engaged in these hazardous occupations (International Labor Organization 2017). In this regard, the government has announced the National Plan of Action to Eliminate Child Labor (2020-2025) with the goal of eliminating the worst form of child labor by 2021 and child labor by 2025, in harmony with the Sustainable Development Goal (SDG).

Factors such as urbanization and population growth perpetuate poverty. Populations move from rural to urban areas because there is an increase in available economic opportunities. A combination of poor living standards in urban settings and an influx of cheap labor from children perpetuate both poverty and the use of child labour. Child labor is a deterrent to schooling. There is a strong relationship between child labor and school attendance. (<http://en.m.wikipedia.org>)

About 80 percent to 84 percent of child kiln workers respectively from urban and rural areas have attended school in the past but virtually non attend at present.(<https://www.ilo.org>)

So due to factories which have no compliance used their workforce from the children both urban and rural areas. We know very well that in case of increase child labor, school attendance may be reduced. Many studies mentioned above these types of co-relation. Now in my research, there are

some existing data and after fieldwork I found raw data from the respondents. I discussed all these things in my findings chapter elaborately.

3.5 Conclusion

Child labor is the sad reality in a country like Bangladesh. In poor countries, where child labor rates are very high, like Ethiopia, Chad, Niger, Nepal, the very few schools that exist are expensive or provide with substandard education. If laws ban all legal work that allows the poor to survive, underground business and illegitimate operations will flourish. These increase the mistreatment of children. Child labor has become a necessity among a list of very undesirable choices. It is the symptom of a sickness called poverty.

Chapter – 4

4.0 Major observations from the fieldwork

4.1 Introduction

This chapter showcases overall setting of the study and the study area. In the very beginning, the chapter explains the level of education, different professions, and housing conditions before to set up factories of Hatiaba village. I have demonstrated child labor, economic conditions of inhabitants; including environmental assessments, enrolment rates at schools and also dropout rates before and after industrialization. Lastly, comprehending and discussing a respondent's knowledge and awareness of the situation, duties and responsibilities as an inhabitant, decision-making skills, lifestyle changes, capacity building and overall conditions of factories in a village area.

4.2 Industrial Situation of Hatiaba Village

Factories in Hatiaba village are gradually increasing. Some of the main factories established in the village are for companies like Origin Apparels, MultiSpan, Quantum Builders, Fashion Gears Ltd, Shemoly Poultry, Bangla Poultry etc. There are also other factories that surround the village, such as, Emami Bangladesh Ltd, Universal Ltd, N.R Textile Mills Ltd, Bangla Poshak Ltd, Pavel Apparels etc. Basically, there are mostly garments and apparels factories in that area, including some chemicals and toiletries, and some heavy factories like pharmaceuticals and tobacco. Vergo Pharma Ltd, Vergo Tobacco Ltd are some examples.

4.3 Educational Institutions information in Hatiaba Village

Hatiaba is a village surrounded by forest area, which is situated in the 23-no. ward under the Gazipur City Corporation. In 23-no. ward, there are 2 non-government high schools, 7 government primary schools, 1 non-government primary school, 3 Dakhil madrasah, 1 Alim madrasah and 4 Ebtadayee madrasah. Among these, 1 non-government high school, 1 government primary school, 1 non-government primary school, 1 Dakhil madrasah, 1 Alim madrasah and 2 Ebtadayee madrasah are situated in Hatiaba village. But there is no college or university, not even a government institution for higher education.

Table-1, Title: Education Institutions in Hatiaba Villlage

High School		Primary School		D. Madrasah	Alim Madrasah	Ebtadayee Madrasah	Total
gov	non gov	gov	non gov	-	-	-	
-	01	01	01	01	01	02	07

Source: from local ward councilor office

In my fieldwork, I have visited to one non-government high school, one government primary school, one Dakhil Madrasah and one Alim Madrasah. Dakhil and Alim madrasah are same type of institutions.

4.4 Dropout and Child Labor Situation of Hatiaba Village

In Hatiaba village, there is one non-government high school, named Hatiaba Hazi Samiruddin High School. According to school authority, total students and dropouts are shown below in a table. Interestingly, there are some indigenous students studying in this school.

Table-2, Title: Dropout situation of Hatiaba Hazi Samiruddin High School.

Year	Students	Class					Total Students
		Six	Seven	Eight	Nine	Ten	
2010	total	112	112	89	114	86	513
	dropout	03	01	-	01	02	07
2011	total	137	110	111	76	103	537
	dropout	01	02	02	01	-	06
2012	total	137	129	109	60	74	509
	dropout	03	01	01	01	01	07
2013	total	172	115	126	92	64	569
	dropout	03	02	01	-	02	08
2014	total	168	181	128	99	83	659
	dropout	03	-	01	01	02	07
2015	total	113	138	171	95	92	609
	dropout	03	03	-	01	-	07
2016	total	162	107	152	154	94	669
	dropout	-	06	12	01	01	20

Source: from school register

According to school authority, these are the records of Hazi Samiruddin High School. But there are some confusion regarding the fact that the students who read in class eight in 2010, are the same students who passed and read in class nine in 2011. But the difference is quite high and dropout rate is not that noteworthy. In the same way, the other years are explained. Reported year 2016, highest dropout students are 20 and the number of indigenous students total 65.

When I visited the school class by class, I found different scenario in my fieldwork. It was about impact of factories on school going children, number of child labor and number of dropout.

Table-3, Title: Number of child labor and dropout (high school)

Class	Students		No of child labor	No of dropout	Child labors, working within village/outside the village	
	Total students of the class	Present students of the class				
X	94	79	03	05	-	03
IX	154	93	12	13	01	11
VIII	152	140	13	20 (8 students got married)	01	12
VII	107	75	04	09	01	03
VI	162	122	03	10	02	01
Total	649	509	35	57	05	30

Source: Author's field work

According to Hatiaba Government Primary School authority, the dropout situation of this school has been shown below. There is also some confusion regarding dropout in reported year 2016.

Table-4, Title: Dropout situation of Hatiaba Government Primary School

Year	Students	Class					Total Students
		One	Two	Three	Four	Five	
2011	Total	69	75	100	74	47	365
	Dropout	03	05	08	05	03	24
2012	Total	52	71	71	76	55	325
	Dropout	03	01	03	01	00	08
2013	Total	54	60	70	59	66	309
	Dropout	02	03	02	00	00	07
2014	Total	66	58	46	62	56	288
	Dropout	04	01	02	02	00	09
2015	Total	55	75	56	32	60	278
	Dropout	01	03	00	00	00	04
2016	Total	60	67	70	54	62	313
	Dropout	05	03	04	02	03	17

Source: from school register

Here, highest dropout students are 17 and indigenous students total 82. But during my visit I found different information from 3 classes.

Table-5, Title: Number of child labor and dropout (primary school)

Class	Students		No of child labor	No of dropout	Child labors, working within village/outside the village	
	Total students of the class	Present students of the class				
V		33	02	01	-	02
IV		30	07	05	01	06
III		43	04	05	-	04
	Total		13	11	01	12

Source: Author's field work

Table-6, Title: Dropout students of Hatiaba Islamia Senior (Alim) Madrasa

Year	Students	Class						Total Students
		Six	Seven	Eight	Nine	Ten	Alim	
2006	total	43	49	32	56	26	30	236
	dropout	01	11	09	00	06	00	27
2007	total	35	37	40	25	42	32	211
	dropout	00	09	11	10	14	00	44
2008	total	48	32	37	32	23	27	199
	dropout	00	04	01	10	02	00	17
2009	total	49	37	27	28	27	34	202
	dropout	00	12	07	10	05	00	34
2010	total	45	45	35	27	26	29	207
	dropout	00	09	00	04	02	00	15
2011	total	34	49	50	30	24	31	218
	dropout	00	00	00	04	00	00	4
2012	total	50	31	51	39	29	34	234
	dropout	00	04	04	12	01	00	21
2013	total	52	41	27	43	30	31	224
	dropout	00	10	04	09	09	00	32
2014	total	48	50	41	25	38	37	239
	dropout	00	02	00	04	05	00	11
2015	total	36	43	47	39	22	38	225
	dropout	00	05	06	02	01	00	14
2016	total	51	39	43	32	25	33	223
	dropout	00	00	01	01	00	00	2

Source: from madrasa register

According to Madrasa authority, this is the statement of Hatiaba Islamia Senior (Alim) Madrasa. There is also some confusion regarding dropout in reported year 2015. Highest dropout students are 14 and there is no indigenous student. But during my field visit I found different information:

Table-7, Title: Number of child labor and dropout (Madrasa)

Class	Students		No of child labor	No of dropout	Child labors, working within village/outside the village	
	Total students of the class	Present students of the class				
Alim		20	02	-	-	02
X		21	01	01	-	01
IX		34	02	01	01	01
VIII		43	01	05 (03 child marriage)	-	01
VII		40	02	03	01	01
VI		35	-	-	-	-
Total			08	10	02	06

Source: Author's field work

4.5 Analysis of fieldwork

I analyzed the fieldwork which had been observed from the field:

I followed three known methods to collect the data, such as Questionnaire (Total 40 respondents respond to the questionnaire), Key Informant Interview and three Focused Group Discussions (FGD).

I have used the sampling technique, collection of data: primary and secondary, both qualitative and quantitative data analysis. From collection of data I found educational levels, professions of the respondents, family income of respondents etc. It can be known how the lifestyle of the villagers changed due to the growth of factories.

4.5.1 Questionnaire

3 types of questionnaires were made for the survey of 3 types of respondents.

- i. Teachers
- ii. Local people
- iii. Students

4.5.1.1 Educational level and Professions of the Respondents

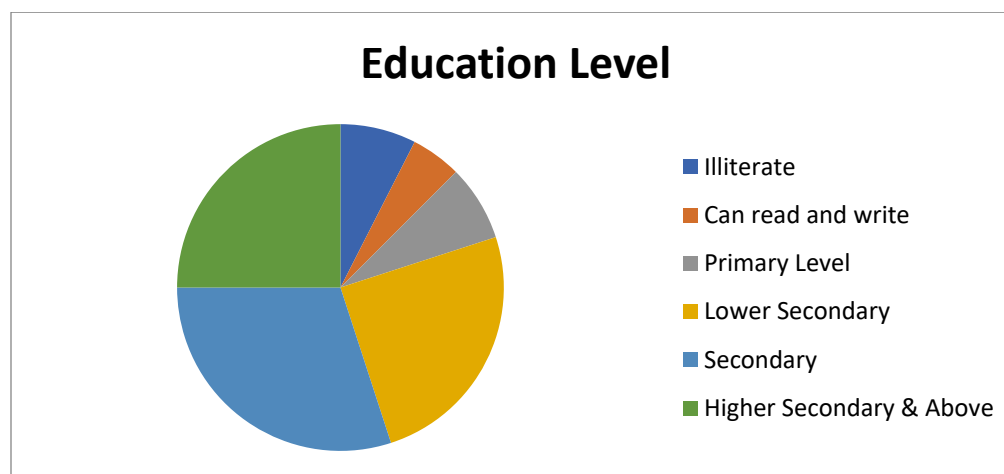
Through conversations with the respondents, I came to know about their education level, professions and family income. I selected the respondents randomly.

Table-8, Title: Educational level of the respondents

Educational Level	Respondents	Percentage
Illiterate	3	7.5%
Can read and write	2	5%
Primary level	3	7.5%
Lower Secondary	10	25%
Secondary	12	30%
Higher Secondary & Above	10	25%
Total	40	100%

Source: Author's fieldwork

Figure-2, Title: Educational Level of the Respondents



Source: Author's fieldwork

During field study of participatory rural appraisal, I have talked to 40 respondents of various professions of Hatiaba village. My intention was to know their educational background so that I can realize their level of understanding.

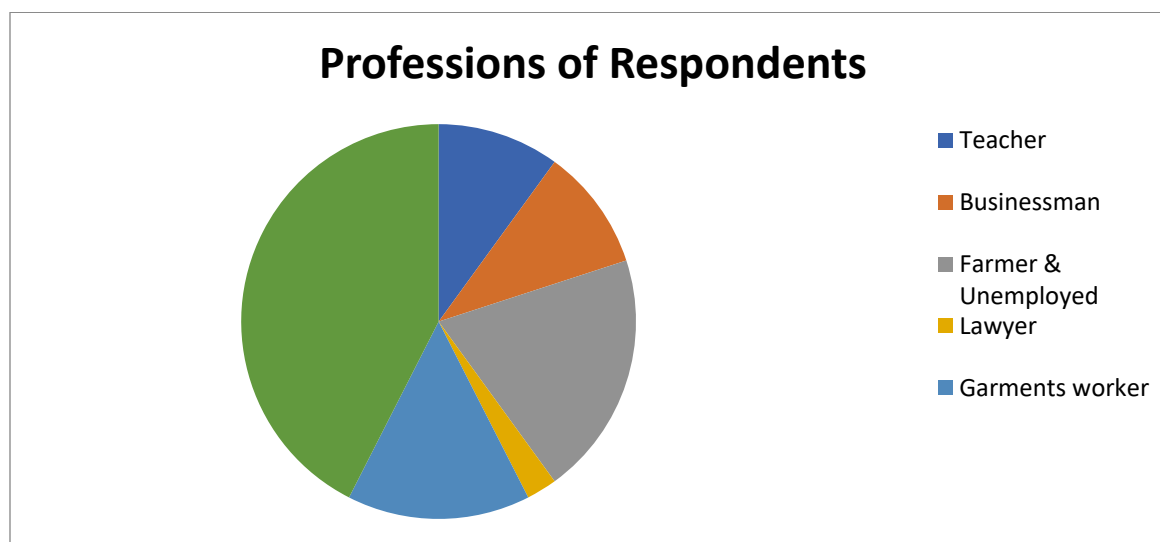
After knowing their educational level in my questionnaire, I wanted to know about professions of the respondents. Among the 40 respondents four are teachers, four businessmen, six farmers, one lawyer, two unemployed, six garment workers and 17 students.

Table-9, Title: Professions of Respondents

Professions	Respondents	Percentage
Teacher	4	10%
Businessman	4	10%
Farmer	6	15%
Lawyer	1	2.5%
Unemployed	2	5%
Garments worker	6	15%
Students	17	42.5%
Total	40	100%

Source: Author's fieldwork

Figure-3, Title: Professions of Respondents



Source: Author's fieldwork

4.5.1.2 Family income of the respondents

Family income level is an important fact in every society. Usually, the more of the family income is, the better chance of the respondents to cope with their family needs. I survey the total income of the respondent families. Based on income I have categorized the representative families into four groups.

Very poor family below Tk 5000, Poor family Tk 5000-10000, Medium family Tk 10000-15000, and High-income family Tk 15000 and above.

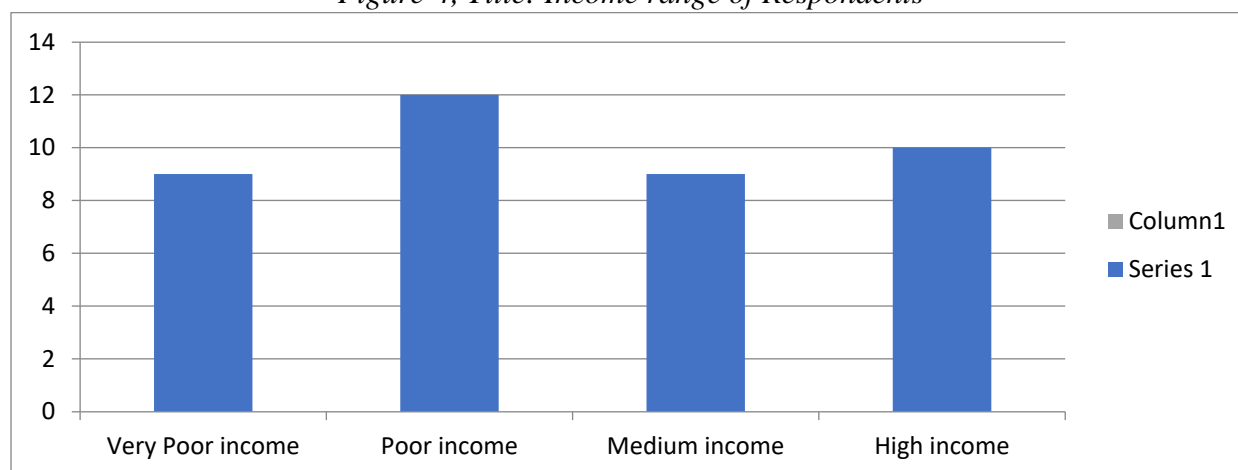
Table-10, Title: Income range of Respondents

Family	Income Range	Number of Respondents	Percentage
Very Poor family	Income below Tk 5000	09	22.5%
Poor family	Income Tk 5000 to Tk 10000	12	30%
Medium family	Income Tk 10000 to Tk 15000	09	22.5%
High family	Income Tk 15000 and above	10	25%
Total		40	100%

Source: Author's Fieldwork

Collected data on income of the respondent's family is shown in this bar diagram below:

Figure-4, Title: Income range of Respondents



Source: Author's Fieldwork

4.5.1.3 Knowledge of awareness about factories

All respondents of the research are informed about factories. Most of the respondents think that to set up industry is good for their locality and it creates positive change in their area. Though they do not support child labor, but they also expressed their views that factories are not the only reason to increase child labor. In the discussion of enrolment and dropout situation, they do not think those factories are the main reason behind them.

4.5.1.4 Other observations of questionnaire

In fieldwork, I used different qualitative and quantitative method like questionnaire, interview, Focused Group Discussion (FGD) etc. During field study I interviewed 40 respondents randomly with some selective questions. According to questionnaire, what did they think about setting up a new industry in their locality? 24 respondents answered it is 'good' for them, 05 respondents answered 'bad' and 11 respondents had no answers.

Table-11, Title: Set up new factories- good or bad

Criteria	No of respondents	Percentage
good	24	60%
bad	05	12.5%
cannot answer	11	27.5%
Total	40	100%

Source: Author's fieldwork

According to question: Due to factories, would child labor increase? 5 respondents answered 'yes', 22 respondents answered 'no' and 13 respondents answered 'to some extent'.

Table-12, Title: Due to factories child labor increases or not?

Due to factories child labor increases or not	No of Respondents	Percentage
Yes	05	12.5%
No	22	55%
To some extent	13	32.5%
Total	40	100%

Source: Author's Fieldwork

According to question whether the respondents support child labor or not, 32 respondents answered 'No', no one answered 'Yes' and 8 respondents answered 'To some extent'.

Table-13, Title: Support Child labor or not?

Support child labor or not	No of respondents	Percentage
Yes	00	00%
No	32	80%
To some extent	08	20%
Total	40	100%

Source: Author's Fieldwork

According to question: whether factories change their economic condition or not? 28 respondents answered 'yes', no one answered 'no' and 12 respondents answered 'to some extent'.

Table-14, Title: Whether factories change economic condition or not?

Factories change economic condition or not	No of respondents	Percentage
Yes	28	70%
No	00	00%
To some extent	12	30%
Total	40	100%

Source: Author's Fieldwork

To the question, whether factories pollute school environment or not, 28 respondents answered 'No', six respondents answered 'Yes' and six respondents answered 'To some extent'.

Table-15, Title: Whether factories pollute your school environment?

Factories pollute school environment	No of respondents	Percentage
Yes	06	15%
No	28	70%
To some extent	06	15%
Total	40	100%

Source: Author's Fieldwork

Whether factories affect enrolments of your school or not? Seven respondents answered 'Yes', 27 respondents answered 'No' and rest of six respondents answered 'To some extent'.

Table-16, Title: Whether factories affect enrolments of school?

Factories affect enrolments of school	No of respondents	Percentage
Yes	07	17.5%
No	27	67.5%
To some extent	06	15%
Total	40	100%

Source: Author's Fieldwork

Whether any impact of factories on school dropout or not? Eight respondents answered 'Yes', 21 respondents answered 'No' and rest of 11 answered 'To some extent'.

Table-17, Title: Impact of factories on school dropout

Any impact of Factories on school dropout	No of respondents	Percentage
Yes	08	20%
No	21	52.5%
To some extent	11	27.5%
Total	40	100%

Source: Author's Fieldwork

Upon overall analysis of the questionnaire, I found different level of respondents. There are 17 students, four teachers; four businessmen, six farmers, one lawyer, two unemployed and rest of them six were garment workers.

Table-18, Title: Overall analysis of questionnaire

Serial	Question	No of answers	No of Respondents	Percentage
1	Set up new factories in their locality.	Good	24	60%
2	Whether factories will increase child labor?	No	22	55%
3	Do they support child labor?	No	32	80%
4	Factories change their economic condition or not?	Yes	28	70%
5	Factories affect their educational institutions.	No	28	70%
6	Factories affect enrolments of school or not?	No	27	68%
7	Any impact of Factories on school dropout?	No	21	53%

Source: Author's Fieldwork

According to questionnaire, 60% respondents answered that to set up new factories in their locality is 'Good'. Due to factories do child labor increases or not? 55% answered 'No'. 80% respondents answered 'No' in respect of supporting child labor. 70% respondents answered 'Yes' in respect of factories changing their economic condition. 70% respondents answered 'No' to the question of factories affecting their educational institution. 68% answered 'No' about factories affecting their enrolment in schools. 53% respondents answered 'No' about impact of factories on school dropout.

According to questionnaire most of the respondent's views are in favor of factories.

4.5.2 Interview of dropout students

In my interview there are two phases. One phase is to interview the dropout students and other phase is to interview the schools' headmasters, local representatives, factory owner/manager and of course, local people.

I found two dropout students to interview. Due to their lack of education, to make their words more understandable, I have rephrased what they said. There is a fixed question for the students, “Why did you dropout from the school? Describe briefly.” One student named Feroj Hossain, son of Jalal Uddin, village Varaid, Gazipur, said, “I was the student of Hatiaba Government Primary School. I read until class three. Now I am working at Jui Hotel and Restaurant. I am working here for one and a half years. My family was poor. My father died in 2002 after I was born. My mother is working as a domestic labor at people’s houses. I am her only son; we are living in khas land since we have no land or shelter of our own. My mother’s income alone was not enough for our family. So, I started working in the hotel. I have no wish to go to school and study. It is very tough for me to continue my education.”

Another student name Tanvir, son of Abul Hasan, village Vanua, told in his interview, “I read in class six of Samiruddin High School. Last year my father died. My mother is sick. I have one sister, who got married; her husband is a van driver. After my father passed, we had no income sources. At the time I was working at Golf field in Bangladesh Ordinance Factory (BOF). I pick up golf ball for the golfers and earn some money. I wish to attend school but I have no way. The school teacher told me to come to school. I cannot go because of my sick mother”.

In this interview, I observe that none of the dropout students go to the industry to work. They are doing different types of works. Their reason to dropout is not due to factories but for poverty. So, there is no impact of factories on students’ dropouts according to interview of two dropout students.

Table-19, Title: Why dropout from school?

Question	No of Students	Reason
Why you dropout from school?	2	Poverty

Source: Author’s Fieldwork

4.5.3 Interview of key Informant

In my fieldwork I interviewed several types of people related with schools and industry. Total 10 respondents answered me against three selective questions. The selective questions are:

1. Do you think factories pollute school environment?
2. What is the impact of factories on school going children in the context of enrolment, child labor and dropout? Please explain briefly.
3. If not, what are the reasons of child labor and school dropout?

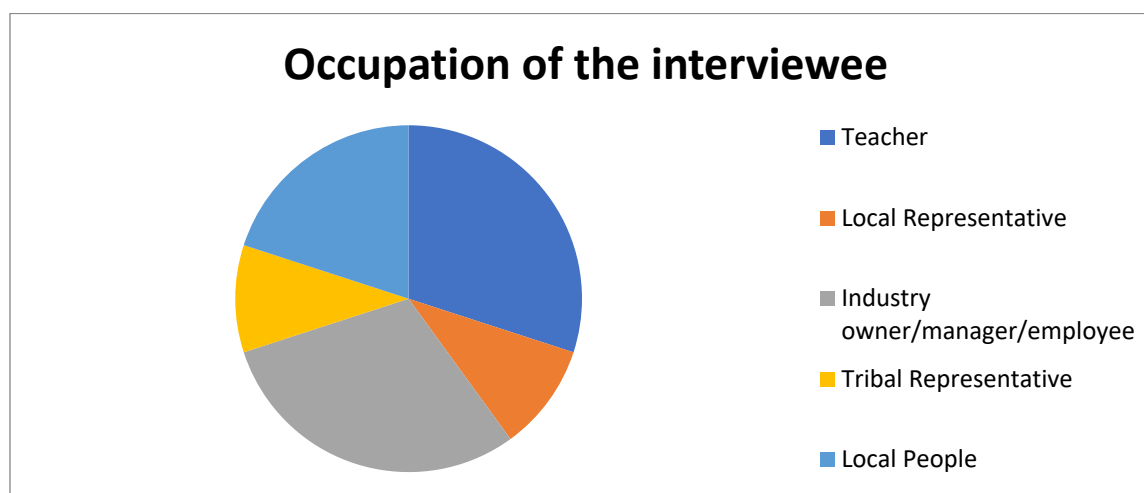
The respondents are school Headmasters, local representatives, industry owner or manager and local people. Occupations of the respondents are shown below in a table:

Table-20, Title: Occupation of the interviewee

Sl. No	Occupation	No of Respondents	Percentage
1	Teacher	03	30%
2	Local Representative	01	10%
3	Industry owner/manager/employee	03	30%
4	Tribal Representative	01	10%
5	Local People	02	20%
Total		10	100%

Source: Author's Fieldwork

Figure-5, Title: Occupation of the interviewee



Source: Author's Fieldwork

In question number (1), 9 people said factories do not pollute school environment. Only one interviewee named Md. Seraj Uddin, who is a school teacher said, “If the industry is near the school, industry creates environmental hazards, especially high sound creates disturbance while teaching. Secondly large-sized caravan moves in the roads whistling and creating noise as well as destroys roads and paths for the people including students.”

Other two teachers, one is the Headmaster of Hatiaba Samiruddin High school named Md. Mesbah Uddin (52) and the other is Abu Obaida (46), Headmaster of Hatiaba Government Primary School. They do not think that factories pollute environment. The representative of people, local representative, 23-no. ward councilor, Gazipur City Corporation Mr. Delwar Hossain also thinks that factories do not pollute school environment. Only school teacher Seraj Uddin (55) differs in his opinion.

Three persons related with various kinds of factories Mr. Md. Kabir Uddin (61) company advisor, Emami Bangladesh Ltd, Mosharraf Hossain (48), General Manager at Origin Apparels, Mr. Md. Sirajul Islam, Production Engineer, Quantum Group express their opinion. They said, factories do not pollute school environment. To use chemical in their factories, why do they not set up ETP (Effluent Treatment Plant), I questioned. They think there was no need to set up ETP in their factories.

Prabir Chandra Barman (55), Chairman, Gazipur Tribal Welfare Association, Monowara Begum (58), house worker and Abdul Motin (40), garments worker also do not think that factories pollute school environment.

Table-21, Title: Whether factories pollute school environment or not?

Questions	Interviewee	Answer	Percentage
Factories pollute school environment or not?	10	Yes-01	10%
		No-09	90%

Sources: Author's fieldwork

In question no-2 of my interview, most of them implied that there are little impacts of factories on school-going children in the context of enrolment, child labor and school dropout. Only Md. Seraj Uddin (55), a school teacher said that factories are hazardous for school-going children.

In question no-3, what are the reasons of child labor and school dropout? They pointed out some specific reasons, such as:

- i. Financially bad/poverty/economic reason.
- ii. Girls' early marriage.
- iii. Migration of students from one place to another.
- iv. Lack of awareness.
- v. Multiple marriages of parents.
- vi. Lack of proper opportunity.
- vii. A few works in industry or other places.
- viii. Lack of care from guardians.

Table-22, Title: Reasons of child labor or school dropout

Issues	Reason
Child Labor	1) Poverty
	2) lack of proper opportunity
	3) lack of care from guardians
	4) a few works in industry/others places
Dropout	1) economic reason
	2) girls' early marriage
	3) migration from one place to another
	4) multiple marriage of parents

Source: Author's fieldwork

4.5.4 Analysis of Focused Group Discussion (FGD)

Study area:

- 1) Hatiaba Government Primary School
- 2) Hatiaba Hazi Samiruddin High School
- 3) Village playground
- 4) Home yard

Criteria of Focused Group:

Table-23, Title: Criteria of Focused Group

Group	Size	Age group
primary school students	12	8-12
High school group	10	13-17
Teachers group	8	30-60

Source: Author's fieldwork

Key question Focused Group

What are the impacts of factories on school going children?

First FGD group is primary school students from Hatiaba Government Primary School. There is age group 8 to 12 years and the size are 12 students. They are Kazimuddin, Rayhan, Riyaj, Md. Sahin Hossain, Jony, Md. Ridoy Huq, Laboni Akhter, Bhumika Rani, Shifa, Lima, Maria and Moni.

In that FGD discussion they said that factories generate income, is an economic opportunity and solves unemployment problem. Poor people work in garments and child labor increases. Approximately, 4/5 students drop out due to economic issues and they are working in various sectors. 10-15 students left the school. They are also engaged in various works. Their parents cannot afford education for their children. They also think that due to factories sound pollution occurs and roads are damaged by big vehicles. In this group two students Jony (12) and Sahin (12)

is working in a cycle garage and poultry farm. No one actually works in industry, some help their family in paddy field, cycle garage or own shop.

Second group is High school group from Hatiaba Hazi Samiruddin High School. There is age group 13-17 years, group size 10. They are Suchana, Chadni Rani, Purnima Rani, Munni Rani, Ripa Rani, Mukti Rani, Suchona Rani, Prakash Chandra Barman, Sanjit Barman, Aysha Khatun.

In this FGD group they said that, factories solve unemployment problem and economic well-being in their village. Child labor is increasing but they do not work in those factories. Approximately 25-30 students left out from school who studied with them from primary school. 10-15 students got married and they did not return to the school.

Prokash (15) works in agricultural field as a day-labor, another student works as day-labor in a construction field because of their bad economic conditions. They also think that industrial wastage creates problem and public hazards in their area.

The Third FGD group is teachers' group from Hatiaba Hazi Samiruddin High. Age group was 30-60, group size 08. The members of this group are Ziaun Nahar, Taslima Yesmin, Noorjahan, Rahima Khatun, Laila Anjuman Ara, Shapna Biswas, Jasimuddin Sarkar and Siraz uddin.

The key question was the same – what are the impacts of factories on school-going children? In addition, there were the following questions.

Question no-1: Did you observe any changes made by factories in your village during the last 5-10 years?

They answered that they observed a lot of changes in Hatiaba village, like employment opportunity and economic solvency but they also mentioned that there are some problems such as sound pollution, and to some extent waste pollution due to factories.

Question no-2: What are the causes of child labor and school dropout in your village?

They mentioned that main reasons for child labor are:

- 1) Poverty.
- 2) Child marriage.
- 3) Economic bad condition.

Question no-3: Does industry encourage child labor in your village indirectly?

The group replied that it was encouraging to some extent, but child labor existed from the past before factories. The child was rickshaw puller or day laborer.

And the last question is, 'Is there any impact of factories on school dropout?'

The teachers' group slightly disagreed with the statement. In their views the dropout problem was existent in the past even when there was no factory. The dropout happens continuously.

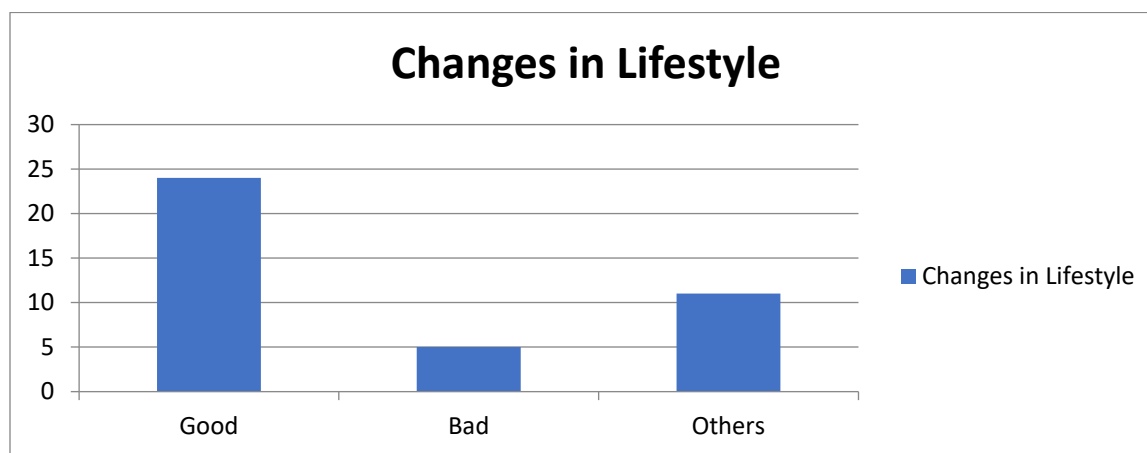
By Focused Group Discussion I found important findings. Though the groups were different but their opinion was almost the same. The important points from FGD are:

- i. Factories solve unemployment.
- ii. The dropout students work as rickshaw puller, construction workers and in agricultural fields or parent's small shop.
- iii. Girls' early marriage is one of the main causes of dropout.
- iv. The main cause for dropout and child labor is obviously economic inefficiency. Poverty is the original factor behind it.
- v. Dropout is a continuous process, which happens time to time since long ago.
- vi. Factories are new phenomenon in Hatiaba Village. It creates employment opportunity.
- vii. Factories create sound/water pollution and roads are damaged due to big vehicles used in industry.
- viii. Industrial wastage creates human hazards and environmental problems.

4.6 Changes in Lifestyle

At the time of the study, I tried to notice the changing lifestyle of the inhabitants of Hatiaba village. In questionnaire phase total respondents were forty. Among them twenty-four people agreed that to set up new industry is 'good' for them, only five respondents said it is 'bad' and 11 people did not answer.

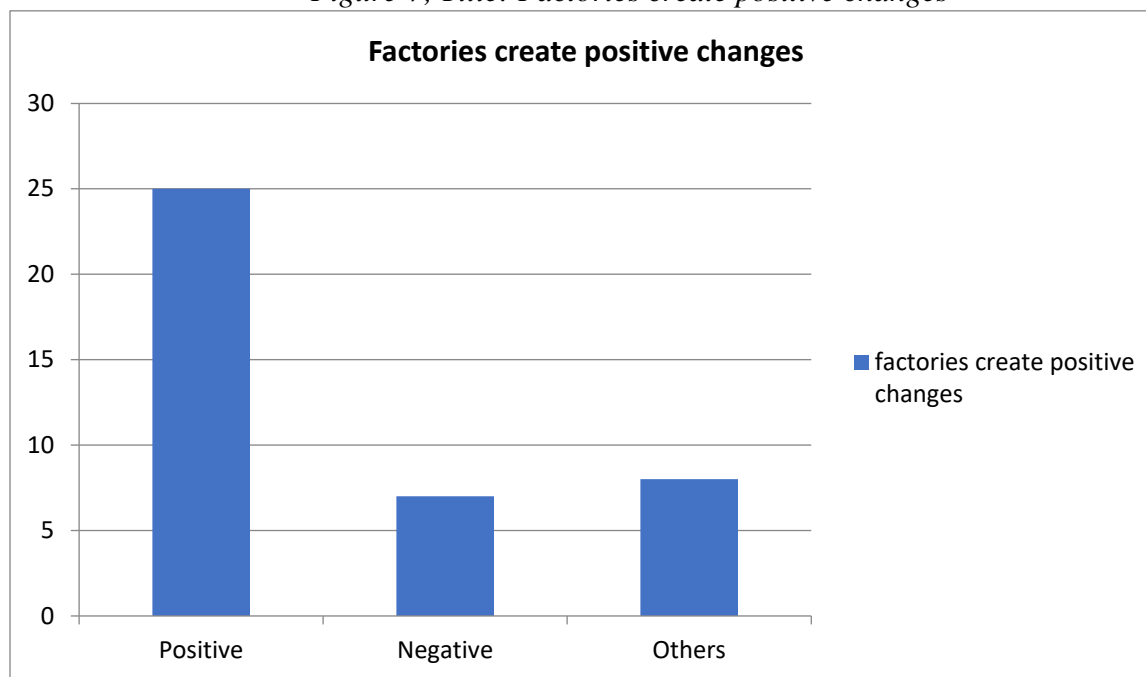
Figure-6, Title: Changes in Lifestyle



Source: Author's fieldwork

Whether factories create positive changes, 25 respondents answered 'yes', seven said 'no' and eight said its positive 'to some extent'.

Figure-7, Title: Factories create positive changes



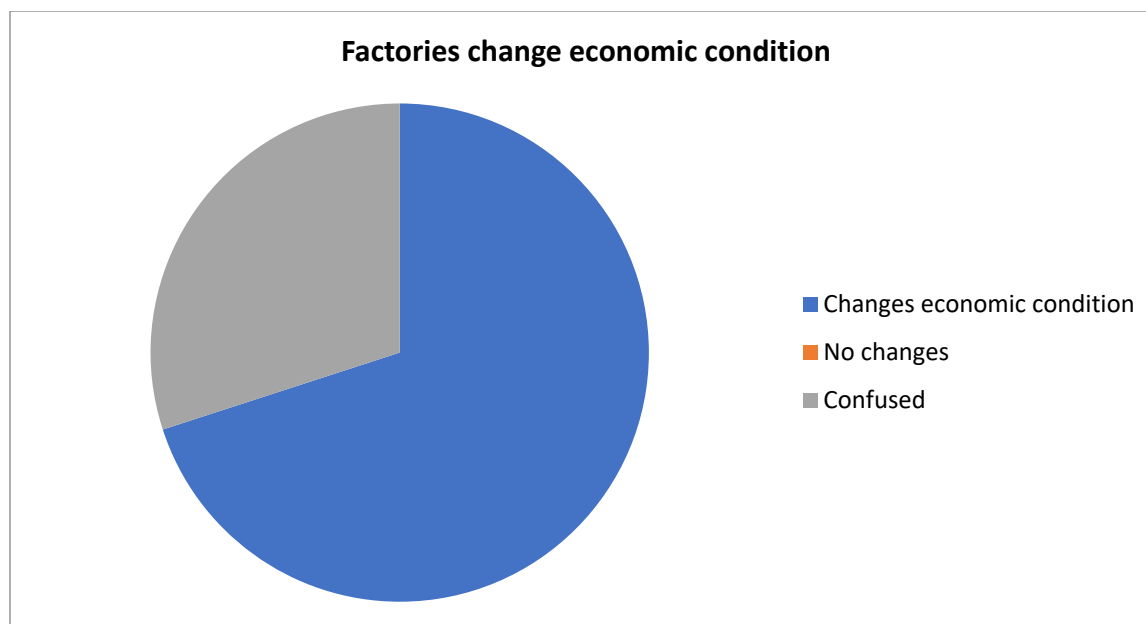
Source: Author's fieldwork

In interview phase the dropout students said they are engaged in work from past due to their poverty.

Out of ten respondents, only one differs and said factories pollute environment. In Focused Group Discussion most of the groups said that factories will solve unemployment problem and change the economic condition of Hatiaba village. On the other hand, they are also afraid of sound pollution, water pollution, health hazard, damaged roads and communication due to factories.

“Factories changed their economic conditions or not?” To this question, 28 respondents replied that factories change their economic conditions, 12 respondents were confused about their economic changes. No one answer against changes.

Figure-8, Title: Factories change economic condition



Source: Author's fieldwork

4.7 Benefits of factories

Hatiaba is an impoverished village. There are six industrial factories in Hatiaba village and 5-6 factories surround this village. In my study, respondents expressed their views about factories. Most of them think setting up an industry is good for their locality. Factories create positive changes in their area. Factories create employment opportunity and change their economic condition.

4.8 Conclusion

In my fieldwork I used different qualitative and quantitative methods. There were questionnaires, different types of interviews and Focused Group Discussion (FGD). Respondents of this research are well informed about factories. In Hatiaba village there are 7 educational institutions. I worked with 3 educational institutions out of 7. In 2016 in my field visit to the institutions total dropout students of Hazi Samiruddin High School were 57 and number of child labor were 35; Government Primary School were 11 and 13 in class three, four and five and Hatiaba Madrasa in 2016 were only 10 and 8. Most of the dropout students of high school are girls. It is not only for child labor

but also the cause of child marriage. In my questionnaire I asked, Due to factories does child labor increases or not? 55% answered 'No', 70% respondents answered 'Yes' in respect of factories changing their economic condition. 53% respondents answered 'No' about impact of factories on school dropout. Key informant interview and focused group discussions result almost near to the questionnaire. The existing data, field works and research findings create little bit paradoxical situation. It is true that, factories are set up within three or four years. In course of time it may affect the locality as well as educational institution. According to my studies, to increase child labor or dropout in school-going students are not in fact caused solely by the factories but child marriage and poverty plays an important role in this matter.

5.0 Conclusion and Recommendations

5.1 Introduction

It is really tough to reach a conclusion about factories in regards to what kinds of problem occurred in a village area, especially in a reserved forest area and school-oriented area. Industry is needed in Bangladesh to create employment opportunity. But in the context of child labor, school enrolment and dropout, the impact on society is more important. To set up new factories in that locality most of the people made positive observations and most of them think factories create positive changes in their area. To some extent, it has negative impact in village area which was found in my fieldworks. It is also mentioned that factories change their economic condition. Poverty is the main problem in Hatiaba village which causes child labor and dropout from a school. Day by day the number of factories and factories will increase in Hatiaba village and what will happen then is a big question. All the stakeholders must think about that.

5.2 Suggestions of planned industrial zone

Settings up new factories require planning and organization. In my interview of different stakeholders and Focused Group Discussions I found some important issues caused by factories. Sound and water pollution are the most crucial which create environmental pollution. The industry owners should set up Effluent Treatment Plant (ETP) to minimize their wastage. Forest department and environmental directorates should keep vigilance and monitor it regularly. For some factories the communication system should be improved because lot of heavy vehicles run regularly. On the other hand, child labor should be prohibited in any industry and hazardous work. The labor and employment departments should be alert of that simultaneously. Most of the respondents argued on the economic conditions of the villagers and implied that a lot of problems arise due to

poverty. The suggestion/recommendations made by me with respect to the opinion of the respondents have been depicted next.

5.2.1 Economical support and employment opportunity

The child labor, school enrolment and dropout situation are created mainly by poverty. So, factories create employment opportunity for adult villagers. Those way families will be solvent and can afford to send their children to schools.

5.2.2 Reduce environmental hazards

From the respondents we know, due to factories sound and water pollution may occur in this area. So, the industry owners should set up Effluent Treatment Plant (ETP) to reduce environmental hazards.

5.2.3 Ensure Ecological Balance

Hatiaba village is under a reserved forest area. Ecological balance is most important there by the opinion of respondents. So, forest department and environmental directorate should keep vigilance and monitor it regularly.

5.2.4 Minimize Child Labor

Child labor in Hatiaba village mainly encompasses rickshaw-pulling, working in construction sites and agricultural fields. According to respondents, industry is a recent occurrence at Hatiaba village. In factories and factories no child should work, this must be ensured by the labor and employment ministry. If needed, administrative intervention should take part in this matter.

5.2.5 Ensure safety net program

The main problem in Hatiaba village is poverty. Due to poverty school enrolment is hampered and dropout students are increased. Government safety net program should be introduced. These villages are below the poverty line and local authority, especially City Corporation must start income generating activities for the poor.

5.2.6 Develop roads communication

Hatiaba is totally a village area. There are village roads which are narrow and poorly constructed. Due factories, lot of heavy vehicles are running regularly. Communication by road is endangered according to respondent's interview. So, roads should be made wider and stronger. Local Government Engineering Department should do what is necessary to ensure proper communication.

5.2.7 Increase Enrolment in School

Most of the respondents disagreed that factories affect their enrolment in school. The main obstacle to enrolment is lack of consciousness of people. So, people should be aware about this and school authority should build mass campaign with the help of Education Department all year round.

5.2.8 Reduce Dropout

According to the information from educational institutions, yearly 20-25 students drop out of school. Though the school authority implied that all are not dropouts, most of them are. In my field survey, from my conversation with each class I found different scenario. I found, from Hatiaba Hazi Samiruddin High School 20 students had dropped out, from Hatiaba Government Primary School 11 students had dropped out and from Hatiaba Islamia Senior Madrasa 10 students had

dropped out. In all, concerned stakeholders should take step to reduce dropout in school. Teachers should take immediate initiatives to hold on to students.

5.2.9 Measure Environmental Impact

Most of the respondents made their opinion that factories had little effects on environmental factors. But in course of time environmental impact should be measured by relevant department or non-government institutions.

5.2.10 Stop Child marriage

In my interview on Focused Group Discussion (FGD), especially FGD group of primary school students said essentially 2-3 girls got married and did not come back to the school. FGD group of high school students gave alarming information of child marriage. Approximately 10-15 students got married and did not return to school. Administration, local authority and all stakeholders should take step against child marriage immediately. If needed, law should be drastically enforced by the Administration.

5.2.11 Create awareness and strong supervision

Factories sometimes create environmental hazards according to some respondents and also encourage child labor. So, all concerned should create awareness, and strong supervision can reduce environmental hazards and child labor in Hatiaba village.

5.3 Concluding Remarks

The study was conducted to find out how factories impact school-going children considering its effects on educational institutions, change in dropout rates and child labor. From extensive research on the geographical conditions, environmental factors, the lifestyles of the inhabitants, economic conditions, employment opportunities and other such criteria, it was found that factories are not the main cause behind increasing dropout rates and encouraging child labor. Many reasons like early marriage, remarriage of parents, single parent, too many children in a household, and most importantly, poverty act as fuel for child labor. The interviews taken on the respondents resulted in implying that factories have done more good for the village than bad, since it created employment opportunities and improved the economic condition. The respondents denied supporting child labor in any form and accentuated on the necessity of factories for the development of the village. In contrast to their opinion, factories have proven detrimental to the environment and communication by road, mainly because of their waste disposal systems and movement of heavy vehicles. Nevertheless, the respondents are in favour of factories. By taking certain measures, such as ensuring that more adults get jobs and child labor is prohibited, children go to school, early marriage is stopped entirely etc. it can be guaranteed that to set up factories will have little to no effect on educational institutions.

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BRAC Institute of Governance and Development, BRAC University

MA in Governance and Development (MAGD – 7) 2015-2016

Name of the Study/Dissertation Topic

Impact of Factories on School Going Children – A Case Study on Hatiaba Village in Gazipur District

This is a study on *Impact of Factories on School Going Children – A Case Study on Hatiaba Village in Gazipur District*. The main objective of this study is to analyze the impact of factories on socio-economic condition especially educational institutions. I also want to realize the impact of factories on school dropout and child labor in the study area. That is why this *Questionnaire*. This will be used only Master's thesis purpose.

This is being conducted by **Md. Monirul Islam Patwary**, MAGD ID # 15272013, BRAC University under the supervision of **Dr. Taiabur Rahman**, Professor, Department of Development Studies, University of Dhaka.

Questionnaire

Part – A

1. Name: _____

2. Age: _____

3. Sex: Male Female

4. Level of Education:

Illiterate, Can read and write Primary Level Lower Secondary

Secondary Higher Secondary above

5. Nature of job profession:

6. Designation:

7. Department:

8. Monthly Income: Below TK 5000, Tk 5000-10000, Tk 10000-15000, Tk 15000-Above

BRAC Institute of Governance and Development, BRAC University

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Md. Monirul Islam Patwary, MAGD ID # 15272013, BRAC University are conducting this under the supervision of **Dr. Taiabur Rahman**, Professor, Department of Development Studies, University of Dhaka.

Interview of Headmaster/Local Representative/Factory owner or Manager/Local people

Part – A

1. Name: _____
2. Age: _____
3. Sex: Male Female
4. Level of Education:

<input type="checkbox"/> Illiterate,	<input type="checkbox"/> Can read and write	<input type="checkbox"/> Primary Level	<input type="checkbox"/> Lower Secondary
<input type="checkbox"/> Secondary	<input type="checkbox"/> Higher Secondary	<input type="checkbox"/> above	
5. Nature of job profession:
6. Designation:
7. Department:

Part – B

- Q 1: Do you think that factories pollute school environment?
- Q 2: what are the Impacts of Factories on school going children in the context of enrolment, child labor and dropout; please explain briefly?
- Q.3: If not what are the reasons of child labor and school dropout?

Thank you for cooperation

BRAC Institute of Governance and Development, BRAC University

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Md. Monirul Islam Patwary, MAGD ID # 15272013, BRAC University are conducting this under the supervision of **Dr. Taiabur Rahman**, Professor, Department of Development Studies, University of Dhaka.

Interview of dropout student

Part – A

1. Name: _____
2. Age: _____
3. Sex: Male Female
- Q. Why you dropout from the school, describe briefly?

Thank you for cooperation

BRAC Institute of Governance and Development, BRAC University

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Md. Monirul Islam Patwary, MAGD ID # 15272013, BRAC University are conducting this under the supervision of **Dr. Taiabur Rahman**, Professor, Department of Development Studies, University of Dhaka.

Focused Group Discussion (FGD)

Group: Students' group

No of member in the group:

Key Question: *What are the Impacts of Factories on School Going Children?*

Thank you for cooperation

BRAC Institute of Governance and Development, BRAC University

MA in Governance and Development (MAGD – 7) 2015-2016

This is a study on *Impact of Factories on School Going Children – A Case Study on Hatiaba Village in Gazipur District*. Md. Monirul Islam Patwary, MAGD ID # 15272013, BRAC University are conducting this under the supervision of **Dr. Taiabur Rahman**, Professor, Department of Development Studies, University of Dhaka.

Focused Group Discussion (FGD)

Welcome: Thank you all for agreeing to be part of the focused group. I am cordially appreciating your willingness and welcome you to participate.

Introduction: Introduce every one

Purpose of the focused group discussion: The main objective of this group discussion is to analyze the impact of factories on school going children. I also want to realize the impact of factories on school dropout and child labor in your village.

General Rules of Discussion:

- i. Everyone to participate
- ii. Any kinds of experience and opinion are important. Please express you whether you agree or disagree with open mind.
- iii. The discussion is limited within the periphery. This will be used only Master's thesis purpose.

Group: Teachers group.

No of member in the group:

Checklists:

Key Question: *What are the Impacts of Factories on School Going Children?*

Following questions:

- Do you observe any changes by factories in your village during last 5-10 years?
- What are the causes of child labor and school dropout in your village?
- Do factories encourage child labor in your village indirectly?
- Is there any impact of factories on school dropout?