

Fostering Educational Atmosphere for Domestic Child Workers in Bangladesh

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Abstract

Child domestic work is a child labor issue, a child's rights issue, and gender issue. Globally, at least 10 million children are trapped in domestic labor jobs where they work long hours for little pay and often face abuses. The total number of child domestic workers in Bangladesh is not available from any official source, for example, Ministry of Women and Children Affair. Some NGOs estimate that there are approximately two million children engaged in domestic work in Bangladesh. Child domestic workers in Bangladesh stay alone in individual households, hidden from public scrutiny, and their lives are controlled by their employers. The destiny of these child domestic workers rests largely on the mercy of their employers. Although some aspects of child domestic workers, for example, sexual exploitation and education, have recently received attention from scholars, we are not sufficiently aware of the educational facilities of child domestic workers in Bangladesh. Truly, the main objective of this article is to focus on the issue of how far our education system is still irreconcilable child domestic workers. Since it is not possible to enrich our country without ensuring the educational right of child domestic workers, so we have to take dynamic and multidimensional steps to ensure the rights and amenities of child domestic workers for securing their bright future as well as the future of our country.

Keywords: Right to education, legal rights, discrimination, adverse atmosphere.

Introduction

Child domestic work is a common phenomenon in Bangladesh. Bangladesh is an impoverished country in Asia. Like in many other developing countries the prevalence of child domestic labour is quite noteworthy in Bangladesh also. Traditionally, more girls are employed in domestic service than in any other forms of work. Actually, there is no single universally accepted way to define 'child labour'. Concepts and definitions are varied and sometimes vague. Some authors argue that child labour is such an intricate phenomenon that a single definition that captures all its facets is simply not possible. Child labour is regarded as a social construct which differs by actors, history, context and purpose (Elsa, 2010). As a result, researchers find it difficult to provide a justification for any comprehensive definition of child labour or to prove that one definition is better than another. Domestic work has never been alleged as, or given the status of, a profession in our society. As child domestic workers belong to the informal labour sector, they are excluded from legal protection, which makes them even more susceptible. UNICEF defines 'Child Domestic Worker' as children under the age of 18 who work in other people's households, doing domestic chores, caring for children and running errands, among other tasks. According to

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the Children Act, 2013 of Bangladesh all individuals under the age of 18 will be considered as children. Moreover, every child has the right to education; even they are worker, labour etc. Actually, right to education is a human right. But this particular group is discriminated in respect of education. In fact, education is significant to human development, enlightenment and emancipation. It is a powerful vehicle for securing social justice. It is a fundamental human right, the responsibility of the state and a core element of national development policy (Black, 2005). Still right to education is a fundamental principle of state policy of our country. Securing the right to education is a key to enabling people to secure other basic rights. Article 27 of the Constitution of the Peoples' Republic of Bangladesh provides that all citizens are equal before law and are entitled to equal protection of law. Again, Article 28(1) further provides that the state shall not discriminate against any citizen on grounds of religion, race, caste or sex. So, as a citizen domestic child workers are definitely entitled to get educational right like others. Education shall be free, at least at the elementary and fundamental stages. Elementary education will be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. A nation's position and fundamental philosophy around education is basically reflected in its education policy (William, 2011). This education policy envisages that the renovation of societies through instilling democratic values in the minds of its citizens with the final aim of creating a better future for all can be realized through the prerequisite of quality education for all. This was a huge step towards the realization of the right to education of all (Blanchet, 1996). There is a famous saying in Bangladesh: "Lekha pora kore Je Gari Gora chore se" (Those who are educated will succeed). This traditional thinking of education as the ticket to the good life emerges in different ways and degrees in Bangladesh. So, this ticket should also be ensured for the domestic child workers along with the other citizens of our country.

Objectives of the study

The main objective of this scrupulous research is to analyze the educational right of the domestic child workers and to point out the issue of creating a child responsive working environment.

Methodology of the study

This research is concerned with analysis of the law regarding the right to education of domestic child workers in Bangladesh. It provides a systematic exposition of the existing national and international laws as well as Government initiatives towards child domestic workers in Bangladesh. For this purpose various books, journals, the Internet and survey reports have been used.

Legal rights

Education is universally recognized as the basic need of every human being. In the United Nations Convention on the Rights of the Child (1989), education is recognized as the

fundamental right of every child. The right to education is reflected in international law in Article 26 of the Universal Declaration of Human Rights and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights. Again, the right to education has been reaffirmed in the UNESCO Convention against Discrimination in Education, 1960; the Convention on the Elimination of All Forms of Discrimination Against Women, 1981; the Convention on the Rights of Persons with Disabilities, 2006 and the African Charter on Human and Peoples' Rights. All over again in Europe, Article 2 of the first Protocol of 20 March 1952 to the European Convention on Human Rights states that the right to education is recognized as a human right and is understood to establish an entitlement to education. According to the International Covenant on Economic, Social and Cultural Rights, the right to education includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education in particular by the progressive introduction of free higher education (*Beiter, 2005*). Other international instruments such as the UDHR and others reaffirm and enshrine this right. (*Beiter, 2005*). So, the right to education is a universal entitlement to education. Education is **an essential right which permits each person to receive instruction and to blossom socially. Moreover, UNESCO produced the document "The Right to Education: Law and Policy Review Guidelines" in 2014, which asserts that "the right to quality education... cannot be achieved without strong national legal and policy frameworks that lay the foundation and conditions for the delivery and sustainability of good quality education"** (Ahmed, 2016). The international community's efforts are to achieve Education For All (EFA). On the one hand, education is a key element in the prevention of child labour. On the other hand, child labour is one of the main obstacles to EFA, since children who are working full time cannot go to school. In addition, the academic achievement of children who combine work and school often suffers. There is a strong tendency for these children to drop out of school and enter into full-time employment. It is widely accepted by many organizations, including UNICEF, the World Bank, UNESCO and the G8 Education Task Force, that education - and in particular, free and compulsory education of good quality up to the minimum age of entering into employment as defined by ILO Convention 138 - is a key element in the prevention of child labour. The ILO is promoting EFA in the context of its "Decent Work" campaign, not only as a means to combat child labour, but also as part of its work to develop vocational and skills training, promote the status of teachers and uphold their individual rights and the rights of their organizations. For the goal of universal primary education to be reached by 2015, governments will need not only to accelerate efforts to achieve EFA, but also to step up efforts to eliminate child labour. The prevention and elimination of child labour should be an integral part of education policy worldwide. The education sector has great potential to contribute to the elimination of child labour. The prevention and elimination of child labour should be an integral part of education policy development and reform worldwide. So, **the right to education is vital for the economic, social and cultural development of all societies. Thus, the right to education is the human right issue for the domestic child workers. But does the Constitution of Bangladesh recognize education as a right? The plain answer is no. It mentions the provision of universal education as a directive principle of state policy in the often cited Article 17. In its three clauses, Article 17 calls for a) establishing uniform, mass-oriented**

universal education, free and compulsory, as determined by law, b) relating education to needs of society and producing trained and motivated citizens to meet the needs, and c) removing illiteracy within such time as determined by law (Ahmed, 2016). So, Article 17 is a statement of principle, an expression of aspiration, and not a constitutional pledge. Even though right to education is still a fundamental state policy of our country, the children who are domestic child workers are still deprived of this right. Needless to say that education is still mostly the privilege of only the richest elite. But education is a human right which ought to be accessible to everyone, without any discrimination. All children must be able to go to school, and thereby benefit from the same opportunities to build a future (Dorman, 2001). Additionally, educational instruction must be equally gratuitous, so that children from disadvantaged environments will be able to enjoy their right to education. Children are the future of the world, but still especially the domestic child workers are often derelict and browbeaten in the society.

Adverse working atmosphere

Child labour is one of the crucial issues in the world. It is mostly important in the developing countries such as Bangladesh, where 7.4 million children are working in different sectors including domestic work who are under 17 years (Save the Children & ASK, 2009). In this regard, it is seen that the domestic child workers are mostly vulnerable groups, who work in the very informal sector where there is no formal agreement for such kind of work. Actually, domestic service by children is examples of child labour exploitation where they are subjected to subhuman working conditions and are deprived of their fundamental rights (Black, 2005). In our state there is a policy known as the Domestic Worker Protection and Welfare Policy 2010 (draft); this is the first ever national policy in Bangladesh that deals specially with the issues of domestic work. In 2010 the policy was drafted but it is yet to be enacted. Researches show that the key causes of child domestic work are economic vulnerability, inadequate legislative framework, inequalities in social and educational services provision and in economic opportunities between rural and urban areas, cultural and social inequities and inaccessibility to education, including inadequate provision of technical and vocational education, parent's low education, gender discrimination, vulnerabilities and social exclusion etc. But actually child domestic workers who live inside their employers houses are deprived of their rights as their rights are not adequately protected by the law, and the role of the government and civil societies in protecting their rights are far from satisfactory. With respect to child labour, the Government has enacted different labour laws addressing the predicament of child labour in various sectors but none of these laws freeway deal with the plight of child domestic workers (Worst Forms of Child Labour Report, 2005). Domestic work is among the lowest category, least regulated, and poorest remunerated of all occupations, whether performed by adults or children; most child domestic workers live in, and are under the exclusive, round-the-clock control of the employer; they have little freedom or free time; they are physically confined, often locked in. Considering their age and the need to grow, they are often deprived of adequate food and sleep. Domestic child workers must always be prepared to undertake any chore, light or heavy at any time of the day or night. They have responsibilities without rights. Their work can be perilous. Employers recruit these children in works which are not commensurate with their age. Society sees domestic children as the property

of their employers. Child domestic worker's human rights have been violated at every pace of their life. Even they have no weekly and monthly leave. Leave is given according to the conveniences of the employers (Rahman, 1997). Child domestic workers are denied the right to education, recreation and normal childhood. The veiled nature of domestic work means it often escapes the reach of the law and heightens the risk of abuse for workers at the hands of their employers. Even where legal protections do exist, they are often little known and poorly implemented. Domestic workers tend to be unrecognized, under paid and unable to access complaints procedures (Hodgkin and Newell, 1998).

Considering the servitude situation of domestic workers, International Labour Organization (ILO) in June 2011, arranged the International Labour Conference and adopted the Convention concerning decent work for domestic workers and a recommendation supplementing it, also referred to as the Domestic Workers Convention (No. 189) and Recommendation (No. 201) 2011, aiming to protect and improve working and living conditions of millions of workers worldwide which covers decent work conditions for domestic workers. According to ILO convention 182, long working hours is one of the major indicators for worst form of child labour. Due to long working hours, they are deprived of physical and mental development. That is why if they get any opportunity to receive education, they are not interested (Elsa, 2010). Again, child domestic workers do not work in one house for a long period of time. They change households frequently due to heavy workload, bad behavior on the part of the employer, insufficient facilities and for higher wages and better benefits. These frequent changes hold back the children's education (Islam, 2010).

Child labor needs to be stopped not only in Bangladesh, but throughout the world because children are the greatest asset of a country and their welfare should be the country's greatest interest. It is true that they are the earning member. We understand that this is a need, and the country is poor and we do not have a working welfare system. Until we can ensure enough funds to facilitate what is right (a normal and secure childhood for all children), we have to cope a system which ensures safety and a scope for development for the child as well ensuring the educational security for them (Islam, 2010). The children of today are the bearers of our future. They are valuable human assets. If we are not able to provide them with basic support systems essential to child development we are compromising the society of tomorrow; this is a simple and powerful fact.

Government initiatives toward child domestic workers in Bangladesh

Bangladesh Government is legally bound by a number of international and national instruments to ensure the rights of the children, especially the working children. Bangladesh signed and ratified the Convention of the Rights of the Child (1989), which obliges states to protect and promote the rights and interest of the child, such as the right to a compulsory and free education (Article 28 & 29), the right to be protected from exploitative work or performing any work that may be considered hazardous, interferes with the child's education or is harmful to the child's development (Article 32) and the right to an adequate standard of living (Article 27). Another

international binding for Bangladesh is the ILO Convention No. 182 on the Worst Forms of Child Labor which was ratified in 2001. One more important international instrument is ILO convention 138. It talks about the minimum age for the work. Bangladesh however, has not ratified Convention 138. Government should ratify ILO Convention 138 based on minimum age and ILO Convention 189 based on decent work for domestic workers because if the minimum age as well as working hour is specified according to the legislation, then to ensure right to education to that very particular group will be possible for the Govt. of Bangladesh. Child domestic work should be included in the list of hazardous work. The Labour Act, 2013 (amended) has fixed the minimum age for admission to work at 14 years and for hazardous work it has been fixed at 18. Actually, the work itself is not inevitably dangerous and inhumane like hazardous work, but there are household employers who are dangerous or inhumane and they make the work hazardous. Based on the Act, a gadget notification was published in March 2013 where government categorized a number of hazardous works. But this list does not include child domestic work in this category. But if it is categorized as hazardous work, then it will be easier to promote their right to education. Actually, Children involved in domestic work often become victim of both economic exploitation and mistreatment which hinders them from receiving education. BANGLADESH NATIONAL WOMEN Lawyers ASSOCIATION (BNWLA) V GOVT. OF BANGLADESH is the first judicial pronouncement to uphold the rights of the domestic workers and recognize them as worker. The HCD directs that the children between the ages of 14 to 18, who are engaged in the domestic sector, should be incorporated automatically within the provisions of the Labour Act (Sourav, 2015). So, now on the basis of the pronouncement, the Govt. of Bangladesh should give the facilities to those very particular deprived domestic child workers. If the law concerning child domestic workers is properly implemented, then it will be easy for them to get time for education.

Bangladesh is also the first South Asian country to ratify the Worst Forms of Child Labour Convention (No. 182) in March 2001 which imposes an obligation upon Bangladesh to “take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency” (Article 1), such as all forms of slavery or practices similar to slavery. But due to poverty to stop child domestic working is not possible, rather we have to take alternative initiative to give them educational facilities. There are very few initiatives which are taken by the Government of Bangladesh to address the issues of child domestic work. So, as a result of advocacy initiatives of human rights organizations, Government of Bangladesh has started to take some positive initiatives to advance the issue. Specially, the draft policy document on “Domestic Workers Protection and Welfare Policy 2010” (though this is yet to be adopted) has been appreciated by the policy makers and facilitators. The policy also mentioned that in general the working hour will be 8 hours for the domestic worker and there is need to arrange education for the child domestic worker (clause 5 and 7 of section A). The order of the Writ Petition no. 3598 of 2010 is one step forward in regard to dealing with the issue of child domestic worker. It emphasizes the implementation of the draft policy of Domestic Worker Protection and Welfare Policy 2010. It also ordered the government to monitor and prosecute the perpetrator in case of violence against domestic worker and the order mentioned that it is government’s duty to prosecute the perpetrators as the victims come from marginalized part of the society. Because any type of violence is hindering them to receive education, so we have to ensure peaceful atmosphere. Besides, the National Children Policy 2011 has mentioned a number of steps to

mitigate child labour. The policy mentioned that there must be some provisions for education and recreation for the child worker (Article 9.2), the owner must arrange education, food and lodging for the full time child domestic worker and ensure that the child does not engage in any risky activity (Article 9.5).

Truly, most of the countries of South Asia – Pakistan, India, Sri Lanka and Nepal – have included the right to primary education in their Constitution. Why is Bangladesh not being able to do the needful to ensure that the same happens here? We made declarations and ratified different conventions in this regard. We have made different kinds of amendments to the Constitution at different times, so why we are not able to do the same in this case as well (“Right to Primary Education”, 2016)? Education is, as has by now been referred to, educating the citizens from their early age. Even though the right to education is not our fundamental right, thereafter apposite education should be given to the vulnerable domestic child workers. In Bangladesh in the recent years special emphasis has been put on this issue. This, indeed, is a big step toward the overall amelioration of the socio-economic, cultural, and other psychographic conditions. But it is a matter of great concern that the system is not working desirably well in the sector of domestic child workers. Their employers are really indisposed to give them educational facilities. To look back to statistical data, in such developing over populated country like ours the literacy rate is not really levelheaded. This gives a premonition towards more degeneration of the society day by day. But we cannot let it happen. If we want to make better, the next generation have to implement effective measure on education without any kind of discrimination. The measures taken by the government so far are effective. The allowances, stipend, and free education facilities, for example, have inspired many poor parents to send their children to school rather than to send them for domestic work. As a result, the number of students is increasing day by day. But, despondently, the campaign is not being very successful owing to a number of causes, namely, lack of mass propaganda on the part of the government, ignorance of many parents, religious dogmas and so on. As a whole, education program for domestic child worker will ultimately become a near-success, but it, in the meantime, will cost too much in terms of time and the degeneration of the nation. The government is committed to undertaking structural reforms that are expected to bring significant improvements in the education sector. The commitment was made on May 31, 2010 after approval of the National Education Policy, which says that primary education will be free for all and compulsory up to class-VIII and stipends would be given to students on the basis of results in class V. Education is directly associated with the building of a dynamic economy, an efficient system of governance and secular democracy and an enlightened progressive society. Actually, the Government of Bangladesh has long acknowledged the need to address child labour and has formulated the National Child Labor Elimination policy 2010 (NCLEP) and National Children’s Policy (NCP) in 1994 to promote and protect children’s rights. The Government of Bangladesh has accredited the importance of child labour for long and has already adopted a National Children Policy in 1994 as a commitment to the sponsorship and protection of children's right. Bangladesh is one of the first countries to ratify the United Nations Convention on the Rights of the Child (UNCRC) in 1990. But still there is lack of political will in policy/law formulation and policy implementation and enforcement, especially in the case of the informal sector, for successful realization of the Conventions on Child Rights and that of children working in hazardous work (Education in Bangladesh, 2015).

Monitoring unit for compulsory primary education implementation

Research shows that most child domestic workers attach great importance to getting an education. For many, the promise of schooling was a key factor behind their entry into domestic service. However, the reality is that many, if not the most, child domestic workers are denied the opportunity to go to school. Even when an employer does not prevent attendance, the long working hours and requirements of a child domestic worker's job make it very difficult to keep up with their studies. The inflexibility of the formal education system can be another obstacle, alongside the difficulty in affording school fees, books, uniforms and transportation costs. Bangladesh has one of the largest primary education systems in the world with an estimated 16.4 million primary school aged children (6 to 10 years). After the enactment of Primary Education (Compulsory) Act of 1990, the Government created the Compulsory Primary Education Implementation Monitoring Unit in 1991, headed by the Director-General with the responsibility to monitor the compulsory primary education programme at the field level and conduct child-survey to collect information on the numbers of primary school-age population and children attending schools. In the 1990s, the Primary and Mass Education Division and the Directorate of Non-Formal Education were set up. In 1993, the government and the World Food Program (WFP) initiated the Food for Education programme, to make primary education more attractive for poor children. These developments had, according to ILO/IPEC, apposite impact on education and child labour. In 2000, the IPEC started its four year project Preventing and Eliminating the Worst Forms of Child Labour in Selected Formal and Informal Sectors. If primary education is ensured for them, then the higher education can be provided (Ahmed & Khan, 2006). Domestic work is an important source of employment considering informal sector and unprotected by national legislation. Child domestic worker is escalating day by day in Bangladesh. Just like the other children growing up in the house, the child domestic worker also deserves the right to enjoy education, leisure time, nutrition, safety and special law & policy. For the nature of invisibility and manipulative situation of child domestic workers almost all child specialists agreed that child domestic work is a modern form of slavery. For ensuring the decent work as well as educational facilities for child domestic workers both Government and Nongovernment organizations collaboration in taking actions are necessary. The Domestic Workers' Registration and Protection Act, 2012 that is drafted by Ain O Shalish Kendra must be enacted and implemented within short period. This Act will facilitate the registration system at source and destination level. So, Government will have the data of domestic workers that will help to monitor the sector for ensuring educational rights. There is a need to extend government education program for the domestic child workers. To address the cause immediately, government can take some initiative of special schooling mechanism for the working children. Policy and actions must be more realistic than idealistic. Policy in place and policy in practice are two different issues. So, there is a need to focus on the implementation of the policy. Government should recognize the domestic work sector as a formal sector. As long as Government is not recognizing the sector as formal sector, it will not be possible to address the educational rights of the child domestic workers. The National Child Labour Elimination Policy 2010 kept the area under the informal sector. So, this sector is remaining outside from all government regulations and monitoring mechanisms. Government should include the child domestic work in hazardous

work list. Although the child domestic work conforms to the significant attributes of the definition of hazardous work, still government has kept the work outside the published list of hazardous work. As long as Government is not recognizing it as a hazardous work, the other policies will not include the sector in their strategic and implementation plan. The draft of the Domestic Workers Protection and Welfare Policy 2010 should be finalized, enacted and implemented soon. At the same time government needs to have a well defined monitoring mechanism to monitor the implementation. Labour Inspectors are not allowed to monitor the working condition in private households. The Domestic Worker Protection and Welfare Policy - 2010 has cleared this issue, but the domestic workers, especially the child domestic workers, often face mental, physical, verbal, and sexual abuses and economic exploitation, which do not become visible in the media. In this situation they cannot address their problems as domestic work is not recognized as work in the formal sector (Education in Bangladesh, 2015).

Discussion

Child domestic work is a multi-dimensional and complex issue. Employing children in domestic work is a problem of our society, culture and economy. Child domestic labor is a waste of human talent and potential. With the help of constructive and sustainable solutions an end to this abuse can be achieved (Black, 1997). Actually, it will not be difficult to do away with child domestic labour from a developing country like Bangladesh, nor is it desirable. Extensive awareness programs should be taken to sensitize the employers of CDWs towards their responsibility in terms of law. The Bangladesh constitution doesn't yet recognize education as a "fundamental human right." Hence, the state and its government are not obligated to protect and fulfill the right to education of citizens. The constitutional obligation regarding child's human rights like educational right issue in Bangladesh is still too far to pull off. But, these issues have become great challenge to the Government due to the inappropriate links with compassionate laws and programmes. Although the existence of the laws demonstrates a concern, they have some limitations that need to be addressed. There are a number of UN conventions, child laws, and child labour laws active in Bangladesh, but all of those are not up to date. As a result, the law enforcement bodies could not take necessary action in favour of the children's rights, above all for the domestic children worker relating to educational rights, if any allegation comes with. On the other hand, due to power relation, the domestic child workers cannot claim about their many issues due to the lack of congenial atmosphere, and privacy and confidentiality. This group of children is deprived of education and parental affection. There are laws, but not proper accomplishment. Social awareness is the most important point. If the rich people and elite of the society do come forward, this problem will never and ever be solved. So implementation is important. Every law is bad if it is not enforced. Child specialists believe that there is proper law, but there are gaps in knowing, obeying and implementing law. Creating an equal society depends on the redistribution of educational opportunities for all and the redistribution of opportunities should happen through sustainable public funding in education. Even if the law is enacted under the government, civil society will have the role to keep government's partnership with NGOs and private sector under scrutiny with regard to education as there is risk that it might undermine the responsibility of the state. In fact, declaring educational law is not sufficient unless it is accompanied by an amendment to the constitution, where education is recognized as fundamental

human right. We need to find or establish mechanisms that would allow child domestics' access to basic education that will include mixing work with education for those who, for various reasons, are unable to stop working. This could be done by establishing afternoon and part time schooling opportunities for girl domestics who dropped out or never attended formal education. In terms of existing law the child specialists have given different opinions. Some have noticed that government has enough laws to protect children which also cover CDWs from abuse and exploitation. But we have to endow with adequate facilities for their education because they are the part of our state and the consequences will not be rewarding if we are not able to give them the required support. Domestic work is an oldest occupation and children have played an important part. Since a proportion of these children, mostly girls are very young, and they join in work before their time. Most specifically the common hazards must also be seen in association with the denial of children's fundamental rights, such as access to female education. Girl's education policies in Bangladesh have recognized that some parents are reluctant to invest in their daughter's education. In a patriarchal system here daughters marry into another family, so parents may decide that an investment in their daughter education is not a sound use of limited resource. So, the poor parents send the girls for domestic work, where they do not get the opportunities of education. True, good mothers give birth to good children, and good children eventually make good citizens, or, broadly speaking, a good nation. This is a truism, and what follows from it is that a nation can be educated only when all the mothers of the nation are educated. This, obviously, necessitates giving emphasis on education (Adler & Clarck, 2003). The constitution of the People's Republic of Bangladesh empowers the state to make special provision in favor of backward class like domestic child worker. Actually, domestic child workers are the part of our society, so we have to take steps for giving them opportunities for receiving education. We need to move away from petty politics and look for actual solutions that involve domestic child workers to ensure right to education ("Right to Primary Education", 2016).

Concluding Remark

Child domestic work is not only the national issue, it is a global concern. If education program for child domestic workers is not boosted up, then the government together with other non-government organizations and educational institutions has to launch more and more consciousness-building programs. Now, the Government of Bangladesh recognizes education as a means of reducing poverty and improving the quality of life for child domestic worker. As a signatory to the Convention on the Rights of the Child, the Government of Bangladesh, with assistance from development partners, has made positive steps towards fulfilling children's rights to education, according to the Education for All and Millennium Development Goals. As a result, the country has made significant progress towards achieving universal primary education and gender parity in schools to some extent, but the ratio is not satisfactory. Some other motivating factors may also be included in the program such as giving priority to that particular group of people. Therefore, it may create a bad impact the poor families if child domestic work has been stopped without making any alternatives for these families. A special piece of legislation for the domestic workers could be a proper solution in this regard. However, mere enactment of a new law may not be able to bring changes to the society. We need to change our mind set up, otherwise the scenario will remain the same. A more humanitarian approach towards the domestic workers can ensure more contentment in the mind of them.

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