Table 1 Causes and Effects of Child Labor in Agriculture

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### APPENDICES

**Table 1. Causes and Effects of Child Labor in Agriculture.**

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<th>Causes</th>
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| **ECONOMIC**

1. There is a big demand in child labor among agricultural corporations, because of following reasons: 1) there is a big number of children in rural areas; 2) they often already live on plantations or other farms (no need of traveling expense); 3) their labor can be had for a fraction of what is paid to adult workers; and 4) they are considered to be more docile and more pliant than adult workers. Thus, the clue of child demand is benefit of corporations.

   The causes of child labor supply are numerous. However, main point is that, in economic terms, big supply is created by a big demand.

2. “Adult poverty is the root cause of child labour.”

   “Poverty is no longer limited to the developing countries. Segments of the population are poor in the industrialized countries as well. This has contributed to making exploitation of children a global problem.”

   Employment of children may contribute to keeping them in poverty. “A study of child labor on palm oil and rubber plantations in Malaysia concluded that children are ‘doubly pushed into menial labour: poor households need additional income from the extra working members, while the lack of affordable opportunities for further education and skill training means limited prospects for upward or outward mobility.’”

**SOCIAL**

1. Family farm are exempt from international regulations in order to protect family as a social unit. ILO excludes family farms from its research.

   In some instances the use of child labor supports the reigning social and family value system; child labor is viewed as beneficial to the child, the family, and the society in general.

   “In Indonesia, for example, the “Pancasila” ideology states a child's foremost duty is to help their parent.”

   “The products grown on family farms are sometimes purchased by buyers who in turn sell them in international markets.”

   “Children growing up on farms are inculcated into a lifestyle centered around work at an early age and simply know no other way of life, particularly if schooling is not a possibility. In many agrarian societies children as young as 5 perform small tasks on the farm.”
| **Domestic work** | Domestic work for girls in many societies determines future social status of a female. “Often, the girl receives no pay, because it is simply a family arrangement to make her ready for her future as a submissive wife.”xxi | “Among Tonga people, girls are taught by their mothers to be farmers and servants in the kinship network. If the girls resist work, they are punished.”xii |
|**Informal sector** | “…The socio-cultural context, extreme poverty, irresponsibility on the part of the parents, the lack of any opportunity to develop because of parental problems such as divorce, separation or death, or again, imprisonment of the father; the persistence of certain customs involving abandonment of the child, and the flight to the cities, are conditions such that the child joins the workforce, particularly in the informal sector, at an early age in order to look after himself or contribute to a family that is in financial difficulties.”xii | “In India, the great majority of working children are from lower caste families. In Malaysia, most of the children working on palm-oil and rubber plantations are Tamils, who descend from low-caste workers originally imported from India.”xiii  “In Argentina, many of the working children are Paraguayan and Bolivian; in Thailand's fishing industry many are Burmese; in Costa Rica, most are thought to be from Nicaragua.” Tribal people Burmese Karen are employed in Thailand's fishing industry; native Indians pick sugar cane in the state of Mato Grosso do Sul in Brazil. In Pakistan many of the working children are minority Christians.xiv |
|**Minority** | In many cases, especially high concentrations of working children come from their specific social status of: 1) specific castes; 2) ethnic or religious minorities; 3) domestic and foreign migrant populations; 4) native or tribal people. | “In India, the great majority of working children are from lower caste families. In Malaysia, most of the children working on palm-oil and rubber plantations are Tamils, who descend from low-caste workers originally imported from India.”xiii  “In Argentina, many of the working children are Paraguayan and Bolivian; in Thailand's fishing industry many are Burmese; in Costa Rica, most are thought to be from Nicaragua.” Tribal people Burmese Karen are employed in Thailand's fishing industry; native Indians pick sugar cane in the state of Mato Grosso do Sul in Brazil. In Pakistan many of the working children are minority Christians.xiv |
|**CULTURAL Traditions** | In many societies child labor became customary. | In Chile “indigenous groups defend child labour, arguing that it forms part of their culture and helps inculcate traditional values, besides the role it plays in meeting basic needs.”xv “An ILO study of child labor in Indonesia notes that "cultural values in Indonesia accept and even encourage child employment as an educational process" that brings understanding of work, personal responsibility, self-discipline, and job satisfaction. Similar attitudes are common in many countries throughout the world.”xvi |
| **Education** | Lack of educational opportunities is a big factor in growing number of working children. It combines several elements: 1) long distances to get to school; 2) poor families cannot afford school fees, school supplies and every day traveling; 3) parents' negative attitudes toward the usefulness of schooling. |
| **POLITICAL** | Political causes come together in the absence of political will, which reflects in following: 1) failure to establish child labor standards; 2) establishment of vague laws, which are not followed; 3) lack of enforcement mechanism; 4) small penalties, which do not induce employers to change their practices; 5) disregarding of mandatory education and failure to provide educational infrastructure in rural areas. |

“In many rural areas where farm work is the only job available, many parents perceive little utility in sending their children to school when they could be more useful to the family by working. Furthermore, many parents believe that children will receive more useful training by working on farms than they would in the classroom - even if the work they perform actually provides little actual training in agricultural techniques.”

“…Almost nowhere do children working in agriculture receive the priority attention their vulnerability merits; to the contrary, they are especially underserved and underprotected. Labour inspection in rural areas is often insufficient, and even under the best of conditions it may cover only the largest commercial enterprises, which is not where many children work. Even the structures by which child workers in agriculture might be reached are thin or leaking; there is often a scarcity of government or NGO organizations capable of extending services and protection to rural working children, even with outside financial support.”

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2. Ibid.
3. Ibid. (quoting Indonesian Documentation and Information Centre, Child Labour in U.S.-Exporting Industries in Indonesia (Leiden: Indonesian Documentation and Information Centre, 1994) 1).
4. Ibid.
5. Ibid.
6. See generally Ibid.
\textsuperscript{x} CRC Recommendation, \textit{supra}.


\textsuperscript{xii} Ibid.

\textsuperscript{xiii} Ibid (referring to \textit{The Economist}, January 6, 1990).

\textsuperscript{xiv} See Ibid.

\textsuperscript{xv} Estrada Daniela, \textit{Chile: Indigenous Children Torn Between Farm Work and Homework}, http://ipsnews.net/print.asp?idnews=32243 (last visited July 24, 2009)


\textsuperscript{xvii} Ibid.

\textsuperscript{xviii} Ibid (quoting Testimony of the International Labor Organization).