

prosperous world."¹⁸ Looking below the surface, this objective recognizes the challenges inherent to certain types of child labour. But aid programs must be more explicit in how they address child labour and exploitation.

A child labour impact assessment as part of a broader social assessment could help to clarify priorities and the impact of development assistance. Such an assessment would identify possible red, yellow, and green outcomes with respect to child labour if the above analysis were to be accepted. In turn, the social assessment would be a constituent part of a sustainable development assessment that would consider the three pillars of sustainable development (i.e., economic, social, and environmental) and the relationships and linkages between and amongst the pillars. Canada should also encourage the World Bank and other international financial institutions (IFIs) in their efforts to become more sensitive in their policy framework and operational project development to child labour.¹⁹

Implicit to the strategy that an effective solution to child labour problems is found in broad-based economic development and social reform is the recognition of the value of education for both the parent and the child. Education of children may well be the most important factor in reducing child exploitation and detrimental work experiences. Universal availability of education is a wise investment for developing countries. Numerous studies suggest that there is a link between education and labour productivity. Economies with better educated workers have higher income levels.²⁰ Education is part of a complex social phenomenon. Education can break a vicious cycle of child exploitation, as parents would have more income and arguably less interest in having their child work. Moreover, the parents would also see education as a means for higher income for their children, and, if self-interested, possibly as income for themselves in later years.

All of this, however, assumes that there is a sound educational system in place or one that can be established. Cramped classrooms in dilapidated buildings with few teaching resources are unlikely to provide what most people would consider to be a

¹⁸ *Ibid.*, p.42.

¹⁹ For example, Canada has called for the African Development Bank to factor labour standards and rights, including child labour, into the country analysis provided in Country Strategy Papers, the main planning documents guiding the Bank's lending operations in regional member countries.

²⁰ George Psacharopoulos, "Return to Investment in Education: A Global Update," World Bank Policy Research Working Paper No. 1067, Washington, D.C.: World Bank, 1993.