



**INTERNATIONAL LABOUR  
ORGANIZATION**

(International Programme on the  
Elimination of Child Labour)



**DR. MCR HUMAN RESOURCE  
DEVELOPMENT INSTITUTE  
OF ANDHRA PRADESH**

(Government of Andhra Pradesh)

Road No. 25, Jubilee Hills,  
Hyderabad - 500 033.

# **CORE TRAINING MANUAL ON CHILD LABOUR**

**ILO PROJECT**  
(Sensitisation and  
Capacity Building)  
Action Programme

# CORE TRAINING MANUAL ON CHILD LABOUR



Developed by :  
**Dr. MCR HRD Institute  
of Andhra Pradesh**

Road No.25, Jubilee Hills,  
Hyderabad - 500 033. (A.P.)

Tel : 040-23546638

Fax : 040-23548489

E-mail : [apsbphrdi@hotmail.com](mailto:apsbphrdi@hotmail.com)



Supported by :  
**ILO-IPEC-Andhra Pradesh  
Project on Child Labour**

D-5A, Vikrampuri Colony,  
Secunderabad - 500 009. (A.P.)

Tel : 040-27814762

Fax : 040-27814784

E-mail : [joseph@ilohyd.org.in](mailto:joseph@ilohyd.org.in)

# CORE TRAINING MANUAL ON CHILD LABOUR

"The responsibility for opinions expressed in this publication rests solely with the authors and their publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

References to names of firms and commercial products and processes do not imply their endorsement of the International Labour Office, and any failure to mention a particular firm, commercial product is not a sign of disapproval".

The training material embodies the Core Training Manual, Reference Material and the Target Group specific Handbooks and these three components need to be referred together.

The Publication is brought out with liberal financial assistance provided by the Department for International Development (DFID), United Kingdom.

Developed by the V.V. Giri National Labour Institute, (NRCCL), NOIDA, Uttar Pradesh, for Dr. MCR Human Resource Development Institute of Andhra Pradesh, Hyderabad.

## FOREWORD

*The Government of Andhra Pradesh is implementing an important action programme - **sensitization and capacity building towards elimination of child labour** - sponsored by the International Labour Organization (ILO) through the International Programme on the Elimination of Child Labour (IPEC) under its Andhra Pradesh project on child labour. The action programme is state-based with focus on the pilot-districts of Anantapur, Chittoor, Prakasam, Visakhapatnam and Mahabubnagar for the present. As a part of its endeavour to provide training material to the participants of various programmes organized by this Institute under ILO Project Action Programme, we are happy to present this Core Training Manual (CTM). The successful and effective implementation of any initiative under this Project largely depends on how sincerely and effectively the trainers put in their efforts towards trainees at different levels. The CTM presented to you herewith is to make the individual trainers aware of their role, functions and responsibilities.*

*The manual exposes the trainers to training skills and processes apart from different aspects relating to the issue of child labour. It also provides database on child labour from macro to micro - a global scenario to the local conditions. It is hoped that the manual proves immensely helpful not only to the resource persons on child labour but also to any one who is interested in understanding the ground realities of the issue of child labour.*

*The core training manual consists of two distinct but intertwined parts. While the former embodies the training module meant for training the target groups, the latter is for the purpose of training of trainers meant for the Implementing Agency to train the trainers from each target group, who are expected to train their peers down the line using the former part. These two components constitute this core Training Manual. It may also be noted that there are three components - The CTM together with reference material*

*and target group specific Hand Books, which need to be referred together for proper appreciation and understanding of the subject on elimination of child labour.*

*I appreciate the stupendous efforts made by **Dr. Mahaveer Jain** of VVG National Labour Institute, Noida, our Technical Resource Agency for designing and developing the manual, and the value-additions provided by **Shri R. Vidya Sagar** and **Dr. Suman Chandra** from NIRD, Hyderabad and **Shri S. A. Chary**, Advocate, High Court of Andhra Pradesh for vetting these training materials. These publications owe much to the liberal financial support lent by the DFID, United Kingdom, and the ILO-IPEC-APSB Project for the constant guidance extended although.*

*I would like to make it clear that there is no claim of authenticity or exhaustiveness of the material provided in this manual. The manual is produced for the limited purpose of supporting the training activity. It is hoped that this manual would be very useful not only to the trainers but also to all the persons interested in the cause of elimination of child labour. Any suggestions for the improvement of this manual may be sent directly to the **Project Manager, ILO Project (Sensitization and Capacity Building Action Programme), Dr. MCR HRDI AP, Road No.25, Jubilee Hills, Hyderabad - 500 033. (Ph.No. 23546638)** for consideration and incorporation in the subsequent updation / revision of the manual.*

**P.V.R.K. PRASAD**  
**DIRECTOR GENERAL**

---

# CONTENTS

---

Page Nos.

<b>Introduction</b> .....	1
<b>1. Theme</b>	
1: Initiating Training .....	9
1.1 Intra and Inter-Personal Skills .....	13
<b>2. Theme</b>	
2: Conceptualising the Issue of Child Labour .....	33
2.1 Magnitude of Child Labour .....	36
2.2 Child Labour: Forms and Causes .....	45
2.3 Consequences of Child Labour .....	52
<b>3. Theme</b>	
3. Myths and Realities of Child Labour .....	55
<b>4. Theme</b>	
4. Acquiring Presentation Skills .....	69
4.1 How to Use the Guidelines .....	75
<b>5. Theme</b>	
5. Developing Creativity .....	81
<b>6. Theme</b>	
6. National Responses to Child Labour .....	91
6.1 Child Labour Laws and Enforcement .....	96
6.2 International Responses to Child Labour .....	101
6.3 Andhra Pradesh Responses to Child Labour .....	106
<b>7. Theme</b>	
7. Education and Child Labour .....	121
7.1 Documentary on Child Labour: Interventions of the MV Foundation .....	124
7.2 ILO-IPEC's Andhra Pradesh State Based Project (APSBP) .....	133
7.3 Initiatives of the Andhra Pradesh State Based Project for the Elimination of Child Labour .....	134
<b>8. Theme</b>	
8. Preparing for the Field .....	141
8.1 Guidelines for Field work .....	141
8.2 Feedback from Field Work .....	143

<b>9. Theme</b>	
9. Multi-Pronged Strategies to combat Child Labour .....	147
9.1 Success Stories .....	159
9.1. 1) Mass Mobilisation for a Child Labour free Society: The Experience of Ranga Reddy District .....	159
9.1. 2) Food Security and Child Labour: The Markapur Experience .....	160
9.1. 3) A Step in the Right Direction: The Experience of Bala Jyoti in Hyderabad .....	162
9.1. 4) Summer Schools: Mainstreaming Children in the Formal Schools in Andhra Pradesh .....	163
9.1. 5) Efforts to Create Child Labour free districts: A Case of Srikakulam .....	165
9.1. 6) The Vailpur Experience in Achieving 100% Enrolment.....	166
<b>10. Theme</b>	
10. A Holistic Approach to Combat Child Labour in Andhra Pradesh.	173
10.1 Designing an Effective Training Programme .....	177
<b>11. Theme</b>	
11. Formulation of Action Plan .....	183
11.1 Consolidation of Learning .....	184
11.2 Feedback .....	185
11.3 What can you do to Prevent and Eliminate Child Labour? .....	186
11.4 Valedictory .....	189
<b>Annexures</b>	
I. Expected outcomes for Trainers and Resource Persons .....	193
II. The Effective Trainer .....	194
III. Frequently Asked Questions on Child Labour .....	196
IV. Prohibited Occupations .....	200
V. Prohibited Processes.....	201
VI. Model Registration Form .....	204
VII. Model Travel Reimbursement Form .....	205
VIII. Model Feedback Questionnaire .....	207
IX. Trainer's Observation Guide .....	209
X. Child Labour: A Global Estimate .....	214
<b>Trainers' Space</b> .....	219

## CORE ADVISORY GROUP (CAG)

**Shri U.K. Verma, Director**  
V.V.G. National Labour Institute  
Sector 24, NOIDA - 201 301  
Gautam Budh Nagar, Uttar Pradehs  
Phone : (O) 0120-241147 (R) 2411537  
E-mail : vvgnli@vsnl.com

**Shri M.P. Joseph, Project Manager**  
ILO-IPEC-APSBP  
D-5A, Vikrampur Colony,  
Secunderabad - 500 009.  
Phone : 27814762 Fax : 040-27814787  
E-mail : joseph@ilo.hyd.org.in

**Dr. Mahaveer Jain, Senior Fellow**  
V.V.G. National Labour Institute  
For National Resource Center on  
Child Labour (NRCCL)  
Sector 24, NOIDA - 201 301  
Gautam Budh Nagar, Uttarpradesh,  
Phone : 0120-2412525 (O)  
(R) 0110-22750286 Cell : 98101-44891

**Dr. I.V. Subba Rao, IAS**  
*Principal Secretary to Government,*  
Education Department, Govt. of A.P.  
Block 'J', R.No. 312, Secretariat,  
Hyderabad.  
Phone : 23452403 Fax 040 23450563  
E-mail : secy-se-edu@ap.gov.in

**Dr. Uday Balakrishnan, Registrar**  
Indian Institute of Science  
Yashvantpura, Bangalore - 560 012  
Phone : 23600411 Fax : 080-23600757  
E-mail : udaybalakrishnan@yahoo.com

**Ms. Sulagna Roy**  
UNICEF  
219/2, AJC Bose Road, Kolkata,  
Phone : 033-2872477, 2872511  
Fax : 033-2872510 E-mail : sroy@unicef.org

**Dr. Sawant, Director**  
Maharastra Institute of Labour Studies  
Govt. of Maharastra  
DC Road, Parel, Mumbai - 12.  
Ph: 4135332, 4133798 Fax: 022-413335  
E-mail : mils@bom3.vsnl.net.in

**Mr.K.Murahari Rao, President**  
CEASE-CHILD LABOUR  
1-10-1/3 (139), Ashok Nagar,  
Hyderabad- 500 020  
Ph : 255587061  
E-mail : apsbpcease@hotmail.com

**Mr.P. Nageshwara Rao, General Secretary**  
Andhra Pradesh Federation of Trade Union for  
the Elimination of Child Labour (APFTUCL)  
Flat No. 308, Lingapur House,  
Himayatnagar, HYDERABAD- 29  
Ph : 26637919 Fax : 040-23221257  
E-mail : apsbpaptucl@rediffmail.com

**Dr.Shantha Sinha**  
M.V.FOUNDATION  
Flat No.201, 2nd Floor, Narayan Apartments,  
Behind Sarojini Devi,Hotel, West Maredpally,  
Secunderabad. Ph : 27801320,27802840  
Fax : 040-27808808  
E-mail : mvfindia@hotmail.com

**Shri R.Vidya Sagar, Consultant**  
National Institute of Rural Development (NIRD),  
Rajendranagar, Hyderabad - 30  
Ph: 24015001,24015029 (Direct): 24008508  
Fax : 4016500 e-mail :vidya@nird.gov.in

**Dr.Lakshmi, President**  
Andhra Mahila Sabha,  
University Road,Vidya Nagar,  
Hyderabad. Ph & Fax : 040-27096375  
E-mail : lakshmi\_eyunnai@yahoo.com

**Smt. Rekha Pande**  
Women Studies Cell  
Department of History Central University  
Hyderabad - 15 Ph : 2301500 Ext. 3150  
Fax : 04-23010853

**Shri P.V.R.K. Prasad, IAS**  
*Director General /*  
**Shri A. Chengappa, IAS (Retd.)**  
Additional Director General  
Dr.MCR HRD Institute of A.P.  
Road No. 25, Jubilee Hills,  
Hyderabad - 500 033. Ph : 23548487

**Shri M.P. Sethy, Joint Director General**  
Convener  
Dr. MCR HRDI AP  
Road No. 25, Jubilee Hills,  
Hyderabad - 500 033.  
Ph : 040-23540857  
E-mail : sethy\_mp@hrdiap.gov.in

**Dr. C. Vijaya Raghavacharyulu, Coordinator**  
Project Manager  
Dr. MCR HRD IOAP  
Road No. 25, Jubilee Hills,  
Hyderabad - 500 033. Ph : 040-23546638  
E-mail : vijayaraghava\_C@hrdiap.gov.in





# INTRODUCTION

Child labour is an outrage to human dignity and its eradication has been recognised as one of the most important and urgent tasks before society today. However, the complexity of the phenomenon does not respond to any simple strategy. The economic, social, cultural and educational dimensions are well intertwined, which thereby poses innumerable problems for a quick solution. In a country like India, the sheer enormity of the problem calls for sincere efforts, not only from the State but also from the society. An effective strategy should not only ensure that effective steps are undertaken and well-planned actions are executed towards the elimination of child labour, but there is also a need to identify competent persons who are well equipped to steer the campaign forward and persuade others to be a part of this effort to eliminate child labour. This entails the provision of relevant and adequate training to potential trainers who would become effective catalysts of social change.

This manual incorporates the experiences gained in conducting training sessions on child labour issues to members of various target groups. It deals directly with the competencies and knowledge required of a social actor who has to act or train others in the elimination of child labour. These competencies include skills of observation, communication and presentation. They will also have to acquire considerable insight, information and knowledge in the area of child labour, which would include relevant laws, conventions and strategies meant for the eradication of child labour. This Core Training Manual with a proper blend of behavioural and cognitive components has been developed with such a perspective.

Efforts have been made to make the Manual simple and easily understandable for all readers. The layout has been designed to be very user- friendly and can be effectively used by, both, experienced trainers as well as novices.

The Core Training Manual has been structured theme-wise. Each theme is divided into sessions and explains the aims and objectives of the sessions. It provides a detailed explanation of the methodologies and outcomes of every session and describes the competencies required for a trainer to conduct the same. The methodology is mainly participative and dialogical in nature.

It is hoped that this Manual would help the trainers on child labour to develop their competencies on the issue and further propagate this knowledge in their future endeavours.

## 1.1 Check List for Trainers

This checklist has been formulated to help the trainer to equip himself/herself with all necessary training aids and equipments. Though this checklist may provide for a thorough preparation of training, the success of the training session is also contingent on the personal abilities of the trainer to adapt to various circumstances prevalent during the training sessions, which will vary according to the nature of the place, the people being trained etc.

### 1.1.1 Ensure the availability of a suitable training venue and space

1. The training venue should be located in a peaceful place.
2. It should possess adequate boarding and lodging facilities.
3. It should possess different training halls for conducting different types of sessions.
4. The halls should be spacious enough to accommodate the trainees in a comfortably.
5. It should be adequately furnished.
6. It should have facilities for the use of Audio-Visual (AV) aids.
7. The important AV aids to be placed include:
  - a) Over Head Projector (OHP)
  - b) Slide Projector
  - c) LCD Projector
  - d) Computer

### 1.1.2 Ensure that the programme design is finalized.

### 1.1.3 The Resource person for each session should be confirmed.

### 1.1.4 The programme kit, which is to be distributed to the participants, should be prepared well in advance and must include:

1. Programme design
2. Reading material
3. Writing pad and pen

**1.1.5 Ensure that adequate copies of the different training materials are made ready and made available. The training materials may include:**

1. Transparencies
2. Questionnaires
3. Exercises
4. Case studies
5. Slides

**1.1.6 Provide the teacher and the trainees with proper teaching aids like:**

1. White board
2. Markers
3. Flip charts
4. Cello tapes
5. Scissors
6. Duster
7. Transparencies and Over Head Projector (OHP) markers

**1.1.7 In the case of formal inaugural/valedictory sessions, ensure that the attendance of the speakers is confirmed.**

**1.1.8 Ensure that certificates are kept ready.**

**1.1.9 Information notes can be made available, providing details like :**

1. A guide map indicating the location of training venue, hostel, etc.
2. Arrangements (venue and time) regarding tea break, lunch break, etc.

**1.1.10 Instruction notes should be distributed among the trainees.**

**1.1.11 Facilities for providing medical attention.**

## 1.2 Registration

The training programme begins with the registration of the participants. The following steps should be undertaken for registration:

- Ensure an adequately manned registration counter.
- The registration counter should be in close proximity to the training venue.
- Adequate indicators should be provided to help the participants to easily locate the registration counter.
- Adequate number of registration forms, programme kits and travel reimbursement forms should be kept at the registration counter. Models of the registration form and travel reimbursement form are enclosed for reference (Annexure 5 & 7).
- The Trainer must ensure that the participants fill the registration form and complete all aspects pertaining to it.
- It may be preferable that the registration details are fed into the computer immediately. This process could be hastened by providing computer facilities at the registration desk.
- Once the registration forms are filled in by the participants and returned to the registration counter, the programme kit should be provided to them.
- The trainer should ensure that those individuals who are in charge of the registration counters are friendly, courteous and informed, especially about the logistics of the training programme.
- The travel reimbursement forms may be distributed during the time of the registration and collected on the next day.

## 1.4 Feed Back Sessions

This manual is structured under various themes and before beginning a new theme a feed back session of the previous theme should be undertaken. The feed back sessions would comprise of the following.

## 1.5 AIMS

- To reinforce the internalisation of learning.
- To appreciate mutual learning processes.
- To enhance efficacy of learning.

## 1.6 METHODOLOGY

- Informal session.
- Participants are encouraged to share their learning experiences in a free and candid manner.

## 1.7 OUTCOMES

- Consolidating the learning of the earlier themes.
- Capacity to relate the learning to the rest of the training processes.

## 1.8 COMPETENCY

- Ability to facilitate informal discussion.

### BOX 1

**The trainers may view four one-minute films on child labour developed by the ILO-IPEC-APSBP and anchored by the Telugu film icon Chiranjeevi.**



# Theme - 1

## 1. INITIATING TRAINING

### 1.1 INTRA AND INTER-PERSONAL SKILLS





# 1. INITIATING TRAINING

The process of initiating the training may be phased in two stages:

1. Micro-lab activities
2. An introductory/inaugural session

## MICRO-LAB ACTIVITIES

Most often, participants of training programmes are differentiated on the basis of sex, age or their socio-economic and cultural backgrounds. These factors inhibit free interaction among the participants and may hinder the learning process. Hence this barrier to effective interpersonal communication must be broken right in the beginning of the training programme. This is achieved through various micro-lab activities.

## AIMS

These micro-lab activities aim at:

- Removing the inhibitions of the participants
- Encouraging spontaneity in their interactions
- Creating a sense of belonging in the learning group
- Providing the participants a micro picture of the learning process

## METHODOLOGY

The following steps should be carried out in order to conduct the micro-lab activity:

- After registration, all the participants and the available resource persons of the programme assemble in a training room, which has sufficient space to move around.
- Everyone in the room is asked to stand in a circle so that they can see one another face to face.

- The resource person handling the micro-lab will then welcome the members of the training group and initiate the following activities and exercises:
  - ◁ Participants are asked to move around and greet as many participants as possible in one minute.
  - ◁ Trainer asks the participants to halt wherever they are and form groups of three with those who are in their immediate vicinity.
  - ◁ Each of the participants would be asked to introduce themselves to the other members of their group. This would continue for about three to four minutes for participants to familiarize themselves with one another.
  - ◁ The group will be asked to move around again and put their signatures on the white board.
  - ◁ Small groups will again be formed on the basis of the cluster of signatures, the colour of marker used by the participant, etc.
  - ◁ Each member of the small group will have to share his/her experiences vis-a-vis child labour with other members of the group.
  - ◁ The group will be asked to mill around again and form into small groups on the basis of their birth months (could be on the basis of different combinations of months).
  - ◁ Each member of the small group will share his/her first experiences in organizing training programmes especially on child labour.

## OUTCOME

The expected outcome of this session is to prepare the trainees to participate effectively in the training process. This would require the participants to be outspoken, uninhibited and spontaneous in their interactions during training and thereafter.

## COMPETENCY

The micro-lab activity enhances the participant's observation, listening, and presentation skills to further their ability to conduct informal sessions in the future.

The above activities/exercises exemplify three important aspects of training:

- Understanding self
- Understanding interpersonal relationships
- Locating the context

Depending on the profile of the group and the responses to the previous exercises and activities, similar exercises/activities would continue until the participants are able to adequately unwind themselves.

**THE FOLLOWING POINTS MAY BE KEPT IN MIND WHILE PLANNING A MICRO-LAB:**

- It is not intended that the items introduced in a micro-lab be completely discussed in that time frame, rather it should function as a stimulant for all the participants to enable them to conduct such discussions in the future.
- There should be a high level of activity in the micro-lab. The success of the micro-lab depends on the pace with which the various activities are carried out.
- There should be a variety of items in the micro-lab.
- The micro-lab should be designed well in advance, including sequencing of the various items. For example, one micro-lab could move from terms relating to the self to those relating to individual roles and then to the total organisation. Items should be well-prepared and written down in detail.
- There should be some unconventional methods of stimulating people, such as fantasies, drawings, skits, blind walking, role-plays etc.
- If more than one trainer is involved in the micro-lab, it may be useful to take turns in conducting the activities. Those who are not directing a particular activity may participate.

## **INTRODUCTORY SESSIONS**

The introductory session may be conducted with or without a formal inauguration.

### **AIMS**

- To provide an introduction about the organisation which is conducting the training programme.
- To provide the background, objectives and the expected outcomes of the training programme.
- To discuss the programme design.
- To familiarise oneself with the different logistics of the programme.

If the introductory session is without formal inauguration, the trainer or a group of trainers could lead the discussion to achieve the above aims.

If there is a formal inauguration, the events will be as follows:

- Welcome address
- A brief out line of the programme
- Inaugural address
- Presidential address
- Vote of thanks

# 1.1 INTRA AND INTER-PERSONAL PROCESSES

## AIMS

- To develop insights into one's own behaviour patterns and that of others.
- To understand one's own strength and weakness and those of others.
- To understand why and how some people take initiatives and others do not.
- To observe the communication pattern of the group.
- To locate oneself within the group.

## METHODOLOGY

These objectives may be achieved through:

- Generating experiential data
- Processing the data through dialogical discussions
- Internalising the learning

In order to establish a means to understand how these objectives can be achieved, we can work on an exercise (BOX 2) where each of the above sub-components has been further clarified. The following steps are to be undertaken:

- Data is generated through an exercise, Task-A (BOX 2).
- Task-A contains different characteristics that aim at improving the effectiveness of an organisation.
- Ask the participants to individually rank these characteristics on the basis of their individual perception in 5 minutes.
- The participants are then formed into small groups of 4-5 members, at random.
- Ask the small groups to rank the characteristics of the organisation on the basis of group consensus in 20 minutes.

- Each small group is then required to select one or two representatives who will in turn constitute a group of representatives.
- The group of representatives is then required to rank the above characteristics on the basis of group consensus in about 20 minutes.
- Each participant is expected to observe the process at every stage.
- The trainer along with the group will process the experiential data generated.
- The trainer would help the group to link the data in such a way as to develop:
  - Individual sensitivity to oneself and
  - Sensitivity to others.
- The trainer will facilitate the group to link the data to bring out the communication pattern.
- The data will also be linked to the skills required for taking individual and collective initiatives.

**BOX 2****TASK A**

Rank the following items from 1 to 10, in order of their importance in improving the effectiveness of organisations, where 1 would correspond to the most important item and 10 would be the least important item. Make your rankings in terms of organisations in general.

The Organisation should:

Characteristics	Individual Ranking	Group Ranking
Create conditions where employees can participate in making decisions that vitally affect them.	_____	_____
Evolve early retirement programme to weed out unproductive individuals among the older age categories.	_____	_____
Provide craft, technical or social skill training to improve skills at all levels.	_____	_____
Develop personal contact between top management and the rest of the organisation.	_____	_____
Fill job vacancies on merit rather than by seniority.	_____	_____
Augment incentive system for non-supervisory personnel.	_____	_____
Recruit new personnel regularly to replace the old.	_____	_____
Discharge personnel, including supervisory personnel whose performance is poor.	_____	_____
Give extra monetary benefits to key categories of employees.	_____	_____



## **Role of Facilitator**

Make keen observation of each individual in the group. Then based on your own observation and that of the participants, discuss the aspects like:

- (a) Those who have initiated
- (b) Those who have influenced the group
- (c) Those who have facilitated
- (d) Who dominated the group?
- (e) What is the impact of such domination?
- (f) Who was left out in the group and why?
- (g) Communication pattern

## **Outcomes**

- Develop sensitivity to self and others
- Ability to appreciate skills such as initiative, influencing and observation in a group

*(For more information see Reading I & II in the following pages)*

## Reading-I

# WHAT TO OBSERVE IN A GROUP

**Edgar H. Schein**

One way to learn in a training laboratory is to observe and analyze what is happening in one's T Group. All of us have spent our lives in groups of various sorts-the family, gang, team workgroup, platoon, and so on - but rarely have we taken the time to observe, discuss, and try to understand what was going on in the group. One of our main goals here is to become better observers, which may help us become more effective group participants.

But what do we look for? What is there to see in a group?

## **I. Content and Process**

When we observe what the group is talking about, we are focusing on the content. When we try to observe how the group is handling its communication, i.e., who talks how much or who talks to whom, we are focusing on group process.

Most discussion topics about the back-home situation emphasize the content: "What is good leadership?" "How can I motivate my subordinate?" They concern issues, which are "there-and-then" in the sense of being abstract, future or past-oriented, and not involving us directly. In focusing on group process, we are looking at what our group is doing in the "here-and-now," how it is working in the sense of its present behaviours.

In fact, the content of the conversation is often the best clue as to what process issue may be on people's minds when they find it difficult to confront the issue directly. For example:

At a simpler level, looking at process really means to focus on what is going on in the group and to try to understand it in terms of other things that have gone on in the group.

Content	Process
Talking about problems of authority back home may mean	that there is a leadership struggle going on in the T Group
Talking about how bad group meetings usually are at the plant may mean	that members are dissatisfied with the meeting of their own T Group
Talking about staff men who don't really help anybody mean	dissatisfaction with the way the trainer in the T Group is behaving

## II. Communication

One of the easiest aspects of group process to observe is the pattern of communication:

- Who talks? For how long? How often?
- Whom do people look at when they talk?
- Who supports whom?
- Who talks after whom? Who interrupts whom?
- What style of communication is used - assertions, questions, tone of voice, gestures, support or negation?

The kinds of observations we make give us clues to other important things which may be going on in the group, such as who leads whom or who influences whom.

## III. Decision-Making Procedures

Whether we are aware of it or not, groups are making decisions all the time, some of them consciously and in reference to the major tasks at hand, some of them without much awareness and in reference to group procedures or standards of operation. It is important to observe how decisions are made in a group in order to assess the appropriateness of the method to the matter being decided on, and in order to assess whether the consequences of given methods are really what the group members bargained for.

Group decisions are notoriously hard to undo. When someone says, “Well, we decided to do it, didn’t we?” any budding opposition is quickly immobilized. Often we can undo the decision only if we reconstruct it and understand how we made it and test whether this method was appropriate or not.

Some methods by which groups make decisions are:

- **The Plop:** “I think we should introduce ourselves”,... silence (Group decision by omission)
- **The self-authorized agenda:** “I think we should introduce ourselves, my name is Joe Smith...” (Decision by one)
- **The Handclasp:** “I wonder if it would be helpful if we introduced ourselves?” “I think it would, my name is Pete Jones.....” (Decision by two)
- “Does Anyone Object?” or “We all agree.” (Decision by a minority - one or more)
- **Majority-Minority Voting:** (Decision by majority)
- **Polling:** “Let’s see where everyone stands’ what do you think?”
- **Consensus Testing:** Exploration to test for opposition and to determine whether opposition feels strongly enough to be unwilling to implement decision; not necessarily unanimity but essential agreement by all.

The procedure can be tricky. For example, sometimes a decision in poll - which looks very democratic, because polling is considered democratic - can be made by self-authorization or by handclasp. At such a point, the alert group member will realize what is going on and insist that the group be clear on its decision-making style. Actually, the decision a group makes about how it will make decisions can be the most important single element with respect to how it works as a group.

#### **IV. Tasks or Maintenance Behaviour Vs. Self-Oriented Behaviour**

Behaviour in the group can be seen from the point of view of what its purpose or function seems to be. When a member says something, is he primarily trying to get the group task accomplished (task), to improve or patch up some relationships among members (maintenance), or to meet some personal needs or goals without regard to the groups’ problems (self-oriented)?

The types of behaviour relevant to the fulfillment of the group's tasks are as follows:

- **Initiating:** Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.
- **Seeking Information or Opinions:** Requesting facts; seeks relevant information about group concern; requesting a statement or estimate; soliciting expressions of value; seeking suggestions and ideas.
- **Giving Information or Opinion:** Offering facts; providing relevant information about the group's concerns; stating a belief about a matter before the group; giving suggestions and ideas.
- **Clarifying and Elaborating:** Interpreting ideas or suggestions; clearing up confusion; defining terms; indicating alternatives and issues before the group.
- **Summarizing:** Pulling together related ideas; restating suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject.
- **Consensus Testing:** Asking to see whether the group is nearing a decision; sending up a trial balloon to test a possible conclusion.

Types of behaviour that determine the group's ability to work together as a group, having a good climate for task work, and good relationships which permit maximum use of member resources, i.e., group maintenance, are as follows:

- **Harmonizing:** Attempting to reconcile disagreements; reducing tension; getting people to explore differences.
- **Gate Keeping:** Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks.
- **Encouraging:** Being friendly, warm and responsive to others; indicating by facial expression or remark the acceptance of others' contributions.
- **Compromising:** When own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying in interest of group cohesion or growth.

- **Standard Setting and Testing:** Testing whether the group is satisfied with its procedures or suggesting procedures; pointing out explicit or implicit norms which have been set to make them available for testing.

Every group need to attain both these types of behaviours and need to work out an adequate balance of task and maintenance activities.

## **V. Emotional Issues: Causes of Self-Oriented, Emotional Behaviour**

The processes described so far deal with the group's attempts to work and to solve problems of task and maintenance. But there are many forces active in groups, which disturb work and represent a kind of emotional undercurrent in the stream of group life. The underlying emotional issues produce a variety of behaviours, which interfere with or are destructive for effective group functioning. Groups often ignore such issues or wish it away as an action that can be detrimental to the accomplishment of their tasks as well as to the growth of the individual(s) whose behaviour is based on self-oriented needs. The effective group will recognize what is going on, try to identify the issue, and then work with it in ways which permit these same emotional energies to be channelled in the direction of the group's effort.

### **What are these Emotional Issues or Basic Problems?**

- **Identity:** Who am I in this group? Where do I fit in? What kind of behaviour is acceptable here?
- **Goals and Needs:** What do I want from the group? Can the group's goals be made consistent with my goals? What do I have to offer to the group?
- **Power, Control and Influence:** Who will control what we do? How much power and influence do I have?
- **Intimacy:** How close will we get to each other? How personal? How much can we trust each other? Can we achieve a greater level of trust? What kinds of behaviours are produced in response to these problems?
- **Dependency-Counterdependency:** Opposing or resisting anyone in the group who represents authority.
- **Fighting and Controlling:** Asserting personal dominance, attempting to get one's way regardless of others.

- **Withdrawing:** Trying to remove the sources of uncomfortable feelings by psychologically leaving the group.
- **Pairing Up:** Seeking out one or two supporters and forming a kind of emotional subgroup in which members protect and support one another.

These are not the only phenomena that can be observed in a group. What is important to observe will vary with what the group is doing, the needs and purposes of the observer, and many other factors. The main point, however, is that improving our skills in observing what is going on in the group will provide us with important data for understanding groups and increasing our effectiveness within them. Often the most effective and useful member will be the one who can function as “participant/observer,” contributing to the group’s task accomplishment, and yet be able to use a “third eye” to observe how the group is working - information which he/she shares with the group at appropriate times in an effort to deal with maintenance issues and blockages arising out of self-oriented needs.

## Reading II

# GROUP PROCESSES

Before going further, let's make clear the distinction between two chief concepts introduced above. Content is what we observe when we note what a group is talking about. It is the subject, the ideas, and the opinions the group is dealing with. When we observe how the group is talking about the subject, who communicates with whom, for how long, and what the response of the second party is, we are dealing with process. The intent of process observation is not to see what a person's business is, but to understand how he or they conduct (s) it. With knowledge of the processes used, a group can eliminate dysfunctional activities and add others needed to facilitate the task at hand. There are many processes that should be observed, and some of the most important are listed below. These are guides to help you in developing your skills in process observation. As your skills develop, you will find yourself observing even more things.

## Leadership

One element to look for in a group is the presence or absence of leadership efforts. Leadership is defined frequently as an *influence* process whereby one person tries to alter the thinking or behaviour of another. In a group many people may be involved in this process, and the motivation for it may range from a person's formal designation as the group leader to the self-oriented desire to lead. In any event, the efforts of members as they try to achieve or retain the position of the leader are processes that are to be observed in the group. Therefore, to better understand what is occurring, we should observe which members are attempting to influence each other, and how. The following questions may provide a guide to this issue.

- **Who is the leader?**
  - a. Who assumes leadership in the group?
  - b. Is it a single person, or more than one?
  - c. Do some members seem to support each other?
  - d. Is there a conflict over the role of the leader? How strong is the conflict?
  - e. Is the leader the chairman or the formally designated leader, or is it some other member?
  - f. Can you identify specific behaviour patterns of a leader?



- **What are the methods of influence?**
  - a. How are the members attempting to influence each other? Do they rely on coercion? Expertise? Formal authority? Personal qualities?
  - b. Do these methods vary with different people?
  - c. How is the leader operating? Democratically or authoritatively?
  - d. Do allies and coalitions form to push a point? Do the coalition change?
- **What are the consequences of leadership efforts?**
  - a. How are the people reacting to the efforts of the leadership?
  - b. Is the group cohesive?
  - c. What is the general climate or tone of the meeting?

## Communications

The way people communicate with each other is one of the easiest process factors to observe. Yet, it is one of the most important since it provides a basic impetus for our actions. The exchange of information and the transmission of meaning are the essence of social organization. While it may be easy to observe the communication activities of individuals, it should not be assumed that the process is simple. The selection of words, the intonation of voice, body movements, the symbols themselves, the timing, and the various combinations of these, attest to the complexity of our communication process. The more aware we are of these many nuances, the better we are able to interpret the meaning of the messages received and to transmit clear messages in return.

A good way to begin to study communications is by observing the channels or networks that are used. Several general patterns frequently occur. The all-channel, wheel, and circle systems are illustrated in Figure 1.

Figure-1

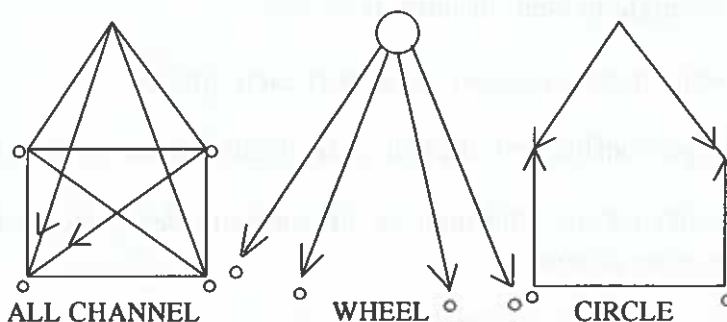


Figure 1: Common Communication Nets.

In the all channel system, everyone can and does respond to everyone else, in the circle and the wheel, where communication is directed to the specific members indicated by the arrows. Where there is no arrow, there is no communication. Therefore, a model of the channels of communication can be developed by observing who talks to whom and whether messages flow one or two ways in the channel. It is interesting to note that each of these systems has an impact on the efficiency of the group in performing its work, on the time required to their role in the group. Can you predict how these would differ for each system?

In addition to identifying the channels, we can observe the way they function and develop some understanding of how communications are being processed. The following questions are useful as guides in observing this process behaviour:

### **Use of the Channel**

- a. Who talks to whom? For how long? How often?
- b. What sequence of communications exists? Who initiates and who responds?
- c. Whom do people look at when they talk?
- d. Is more than one channel in use at a time? When?
- e. Who is left out?

### **Quality of the Communications**

- a. Are the messages clear?
- b. Are the members listening to each other?
- c. How are the message sent? In a superior or condescending manner? In a controlling manner? A neutral manner?
- d. What reactions occur to the communications? Defensive? Resistive? Supportive? Problem-solving?

## Decision Making

Groups are constantly making decisions. Hopefully, the decisions that are made are clearly recognized and intended by the members of the group. Unfortunately, this is often not the case. For instance, a decision to do something frequently involves a complementary decision, i.e., a decision not to do something else. Economists speak of “opportunity costs” as being the sacrifices that arise from decisions. The act of deciding to commit resources to a programme means that a decision was made not to commit resources to some other alternatives. This alternative opportunity decision is frequently unnoticed.

Another aspect of decision-making is the decision on how to decide. Groups are established to pursue some objective, to make decisions about some task. These decisions are frequently obvious. Yet in doing so the group frequently decides how to go about making these decisions, which frequently is not so obvious. It is as important to recognize how and why a decision was made so as to recognize the decision itself. For instance, we often assume that silence means consent. “If you don’t say anything, you must be in favour of the proposal”. Yet this assumption is frequently invalid. “All right, it’s agreed that we will.....”, then immediately afterward members began expressing reservation, doubts, objections, questions. The leader of this group assumed silence meant agreement and consent, yet many members were not in agreement. Tragically, in these situations the task of carrying out the decision will fall on those who do not support or understand it. One of the reasons why implementation is a major obstacle in successful decision-making is the failure of members to recognize the processes involved in the decision. Ignorance of the process whereby a decision was made makes it extremely difficult to evaluate its appropriateness and to alter it if needed. Once a decision is made it is extremely difficult to undo and therefore the recognition of how groups go about making decision is another facet of being a good observer of group processes, a description of the ways in which groups make decisions.

- **Decision by lack of response (“plop”)**

The commonest and perhaps least visible group decision-making method is that in which someone suggests an idea, and before anyone else has said anything about it someone else suggests another idea, until the group finds one it will act on. The group has in a sense decided upon all the ideas, which have been bypassed. But the decision has been simply a common decision not to support it, making the one who proposed the idea feel that this suggestion has “plopped”.

- **Decision by authority rule**

Many groups set a power structure or start with a power structure, which makes it clear that the Chairman or someone in authority will make the decisions. The group

can generate ideas and hold free discussion, but at any time the chairman can say that, having heard the discussion, he has decided to do otherwise. This method is highly efficient. Whether or not it is effective depends a great deal on whether the chairman is a sufficiently good listener and his/her ability to appropriately use the given information to basis his/her decisions. Furthermore, if the group must move on to the next stage or implement the decision, the authority rule method produces a minimum amount of involvement of the group. Hence, it undermines the potential quality of the implementation of the decision.

- **Decision by minority**

One of the most common complaints of group members is that they “*feel railroads*” in reference to some decisions. Usually this feeling results from one, two or three people employing tactics which produce action and therefore must be considered decisions, but which are taken without the consent of the majority. A common form of minority rule is for two or more members to come to a quick and powerful agreement on a course of action. It challenges the group with a quick “Does anyone object?” and if no one raises his/her voice in two seconds, then it is proceeded with a “Let’s go ahead, then.” Again the trap is the assumption that silence means consent.

- **Decision by majority rule**

Voting and/or polling. Another familiar decision-making procedure, which is often taken for granted as applying to any group situation because they reflect our political system. One simple version is to poll everyone’s opinion following some period of discussion, and, if the majority feels the same way, it is to assume that that is the decision. The other method is the more formal one of stating a clear alternative and asking for votes in favour of it, votes against it, and abstentions.

- **Decision by consensus**

One of the most effective but also most time-consuming methods of group decision-making is to seek consensus. Operationally, it would be defined by the fact that these members who would not take the majority alternative nevertheless understand it clearly and are prepared to support it. It is a psychological state of winning consensus.

- **Decision by unanimous consent**

The logically perfect but least attainable kind of decision is where everyone truly agrees on the course of action to be taken. For certain key kinds of decisions it may be necessary to seek unanimity but for most important ones consensus is enough if it is real consensus.

## Roles of Group Members

An infinite variety of behaviour may be seen in groups. Some group members may tend to be “all business”: they try to set task objectives, they process information necessary for the task, and they push for completion of the group assignment. Behaviour of this type is often referred to as task-oriented role behaviour. Some behaviour is directed more toward maintaining group harmony and cohesiveness encouragement is given, communications are fostered, and conflicts are mediated. This is referred to as maintenance role behaviour. This behaviour is directed towards maintaining the vitality and functioning of the group, whereas task-orientation behaviour is focused on the solution of the problem or task established for the group. Finally, another type of individual behaviour is observed which is not oriented towards any group function but rather is directed towards the resolution of a person’s own needs. This is different from the others in that it is not relevant to the functioning of the group, while the others are relevant. Do not assume, however, that individual behaviour is not important, or that it will not affect the performance of the group.

The three roles just described - task, maintenance and individual - are prevalent in most groups. Furthermore, some members tend to emphasize, or specialise in specific roles. In other words, a person may concentrate on the task function to the exclusion of maintenance activity. Other members may assume a variety of roles. However, for the group to develop its maximum potential and to function effectively both task and maintenance roles must be performed, and they must be performed at the appropriate time. Thus, there is a time when humour is important to the group, for example, as a means for reducing tension or conflict, and there is a time to call the members’ attention to the objective, such as, when they begin to lose sight of their purpose. Finally, the emotional aspects of individual role behaviour cannot be wished away or ignored. They must be confronted and resolved if those members are to be effective contributors to the group.

Actually, the three roles described are general and contain numerous more specific roles. Some of these roles are:

### Task Role Behaviour

- a. **Initiator:** This person leads in making suggestions about new goals and procedures or operation. He/she defines the constraints of the problem and is instrumental in seeking that the group makes progress on accomplishing its task.
- b. **Information processor:** This individual seeks and gives information and checks for the accuracy of the information available. He/she attempts to bring out the opinions and values of group members so that they may be incorporated into the task processes.

- c. **Summarizer:** This person helps the group in its task by processing information into more complex forms. He/she accomplishes this by restating and summarizing the group's information into forms, which may be more meaningful to the group and, by clarifying and elaborating on the thoughts of the group. He/she also helps in orienting the group with respect to its goals.
- d. **Evaluator:** This person subjects the output of the group to tests, such as, practicality, logic and morality. He/she tests to ensure that it meets the objective and purpose of the group.

### **Maintenance Role Behaviour**

- a. **Encourager:** This person acts to elicit the contributions of others by agreeing with others and accepting their ideas. He/she tries to promote group involvement through praise of work acceptance of others ideas.
- b. **Harmonizer:** This person leads in the efforts to reconcile difference of opinions and to settle conflicts. He/she acts to relieve tensions when conflicts arise.
- c. **Compromiser:** When involved in a conflict he/she often offers compromises by yielding on his/her position in order to maintain group harmony.
- d. **Gatekeeper - expediter:** This is the facilitator. His/her behaviour is designed to elicit or deny participation to members. He/she helps to reduce tension and conflict by directing communications into safe channels.

In summary, the ability to accurately observe and understand the character or tone of a group activity is a valuable asset for a manager. This knowledge is useful in determining the causes of conflict, the probable support for group decisions, and the strategies that might be employed to influence group members. Knowledge of process factors such as leadership styles, communication practices, decision procedures, and functional roles will provide information to assist in improving management performance.

*Source: Frederic E. Finch et. al., Managing for Organizational Effectiveness: An experiential Approach, Mc Graw Hill, 1976*



## **Theme - 2**

### **2. CONCEPTUALISING THE ISSUE OF CHILD LABOUR**

#### **2.1 MAGNITUDE OF CHILD LABOUR**

#### **2.2 CHILD LABOUR : FORMS AND CAUSES**

#### **2.3 CONSEQUENCES OF CHILD LABOUR**





## 2. CONCEPTUALISING THE ISSUE OF CHILD LABOUR

Any social actor involved with the process of combating child labour has to be extremely clear about the different concepts of child labour and their implications.

### AIMS

In this context, the session aims at:

- Discussing the concepts of child, child work and child labour as provided by various national and international instruments.
- Situating the concept of child labour in the context of Andhra Pradesh.

### METHODOLOGY

- The learning in this session will be through interactive discussions initiated by the trainer.
- The trainer encourages the participants to share their own conceptual understanding of the terms child, child work and child labour.
- The essential points, which emerge from above, are properly recorded and displayed to initiate a discussion.
- The trainer then explains the various definitions as enshrined in different national and international instruments and legislations.
- A discussion is then initiated on the implications of the different definitions and their relevance in combating child labour in the context of Andhra Pradesh.

### CONCEPT OF CHILD LABOUR

- Children are engaged in varying forms of activities ranging from help in domestic work; work in the household enterprise or farm, to wage work. It is necessary to draw a line between child labour on the one hand and activities considered part of a natural socialization process on the other, where children could combine other childhood activities with the limited work roles assigned to them.

- Work may become a serious burden and risk to children while their social and educational role is neglected. In such case, work predominates and places children under severe stress. It endangers their healthy development and future prospects of growth and overall well-being. It is in this context that child work is considered as exploitative and abusive. In other words, work that impinges on a child's right to education, play, leisure, and mental, physical, spiritual and psychological development is child labour.
- While this is the broad context in which child labour is understood, there are varying definitions of child labour depending on the purpose. In spite of child labour - child work distinction, the numbers of working children are sufficiently high for the issue of child labour to be a matter of priority in Andhra Pradesh.

**BOX 3****DEFINITIONS OF CHILD LABOUR**

*“When the business of wage earning or of participation in itself or family support conflicts directly or indirectly with the business of growth and education, the result is child labour”.*

*Source: Encyclopaedia of Social Sciences*

*“Child Labour includes children prematurely leading adult lives, working long hours for low wages under conditions damaging to their health and to their physical and mental development, sometimes separated from their families, frequently deprived of meaningful educational and training opportunities that could open up for them a better future.”*

*Source: International Labour Organisation (ILO)*

*“A child falling within the five to fifteen age bracket and who is at remunerative work, may be paid or unpaid, and busy in any hour of the day within or outside the family...”*

*Source: Operations Research Group (ORG) based in Baroda*

*All Children out of school are Child Labour. Being out of school is equal to worst form of child labour ‘hazardous’ intolerable circumstances’ and ‘harmful to the overall growth and development of the child’.*

*Source : Government of Andhra Pradesh*

In India, starting from the Factories Act of 1881 and later with the amendments of this Act, almost all the Acts have fixed the minimum age of employment along with other things, such as wages, working hours, etc. The definition of a child labour in terms of age differs from Act to Act depending on the nature of activities that the particular Act deals. But the Central Act with regard to child labour - The Child

Labour (Prohibition and Regulation) Act of 1986 defines child worker as a person who has not completed 14 years of age. This is applicable to all forms of child labour.

The UN Convention on the Child Rights (1989) and the ILO Convention 182 on Worst Forms of child labour have defined a child as a person who has not completed the age of 18.

## **DEFINITION OF CHILD LABOUR BY THE GOVERNMENT OF ANDHRA PRADESH**

The approach of the Government of Andhra Pradesh is very broad based covering all children in the age group of 5-14 who are out of school as child labourers. Children in the age group of 5-14 are supposed to be in school. Every child has the right to education as per the UN convention on the Rights of the Child (Article 28). Thus the Government of Andhra Pradesh's definition of child labour encompasses all those children who are denied their right to education. If the children are not in school it is presumed to be equivalent to the worst form of child labour in 'hazardous' intolerable circumstances, that is 'harmful to the overall growth and development of the child'.

This is probably the broadest definition of child labour in India in tune with international instruments.

### **OUTCOMES**

- A clear and unambiguous understanding of the concept of child, child Work and child labour
- Situate the implications of the different concepts and their relevance in the context of their efforts to combat child labour in Andhra Pradesh.

### **COMPETENCIES**

- Thorough knowledge of the various concepts as provided in different national and international instruments.
- Ability to reconcile conflicting concepts.
- Capacity to steer through the discussion towards the acceptance of the definition provided by Government of Andhra Pradesh.

## **2.1 MAGNITUDE OF CHILD LABOUR**

### **AIMS**

To provide information of the extent and distribution of child labour at :

- Global level
- National level
- State level
- District level

### **METHODOLOGY**

- The learning in this session will be through interactive discussions initiated by the trainer.
- The Trainer encourages the participants to share their perceptions about the extent and distribution of child labour especially in relation to Andhra Pradesh.
- The information thus generated should be recorded and displayed.
- The trainer then provides data based on authentic official estimates.
- The discrepancies, if any, may be addressed and a collective understanding of the magnitude of the problem is evolved.

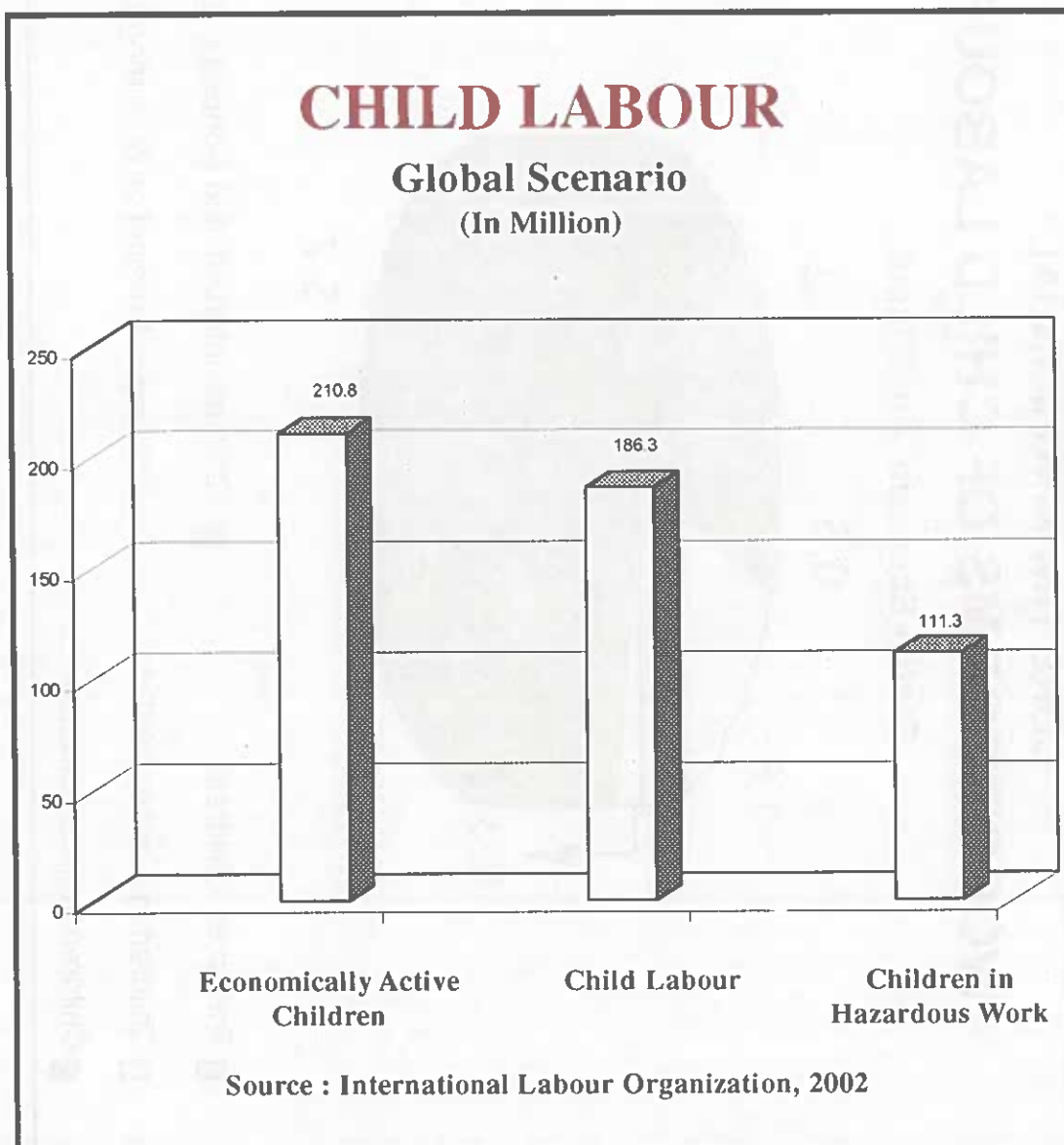
### **OUTCOMES**

- Understanding the magnitude of child labour.
- Set the implications of the different concepts and their relevance in the context of their efforts to combat child labour in Andhra Pradesh.

### **COMPETENCIES**

- Thorough knowledge of the various concepts as provided in different national and international laws and Instruments.

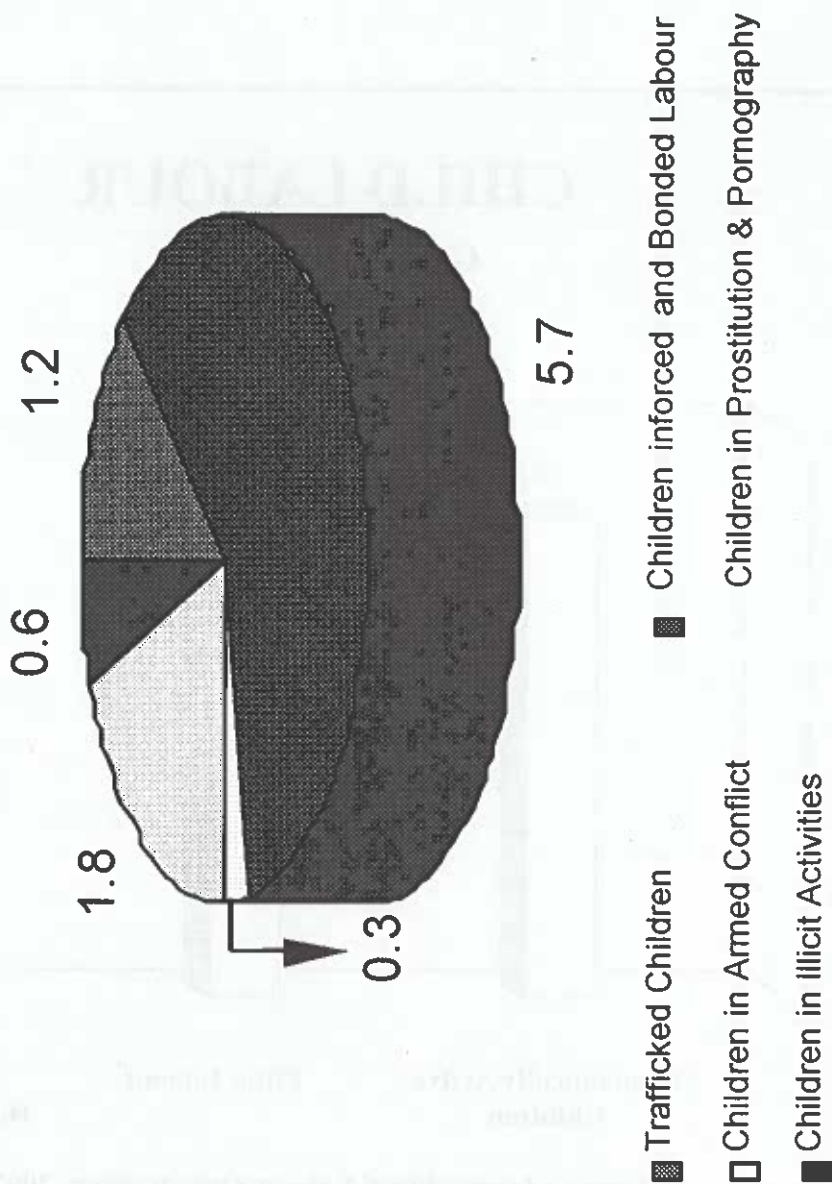
- Ability to reconcile the conflicting concepts.
- Capacity to steer through the discussion towards the acceptance of the definition provided by the Government of Andhra Pradesh.



# CORE TRAINING MANUAL

## WORST FORMS OF CHILD LABOUR

Global Scenario (in Million)



**CORE TRAINING MANUAL**

**DISTRIBUTION OF CHILD POPULATION IN INDIA**

Out of 203.0 millions children in the age group of 5-14 years

**79.7 Million**  
**Neither at School Nor at Work**

**112.0 Million**  
**Full Time Students**

**Work**



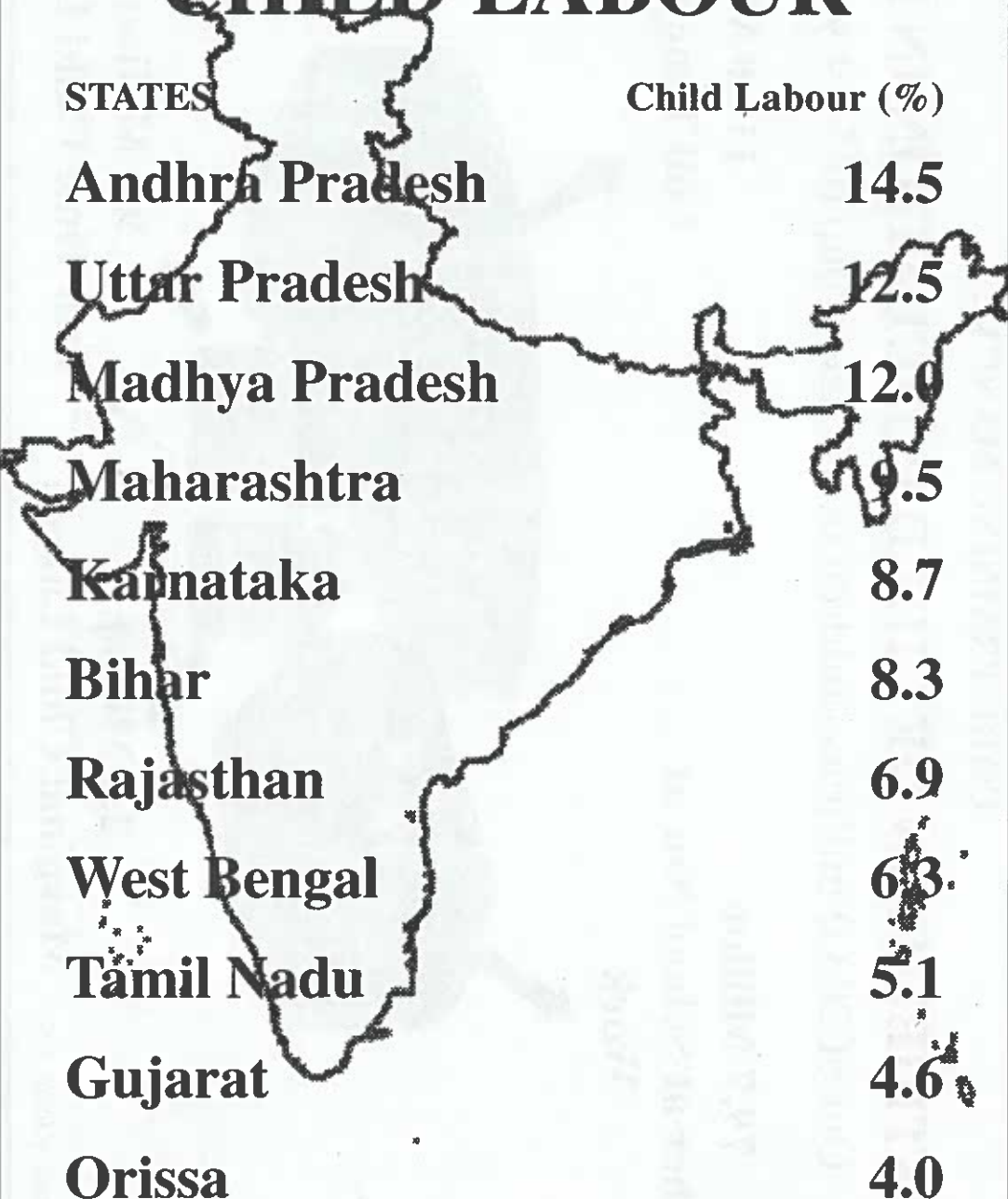
**9.1 Million**  
**Full Time Child Labour**

**2.2 Million**  
**Marginal Child Labour**

Source : Census of India, 1991



## CORE TRAINING MANUAL

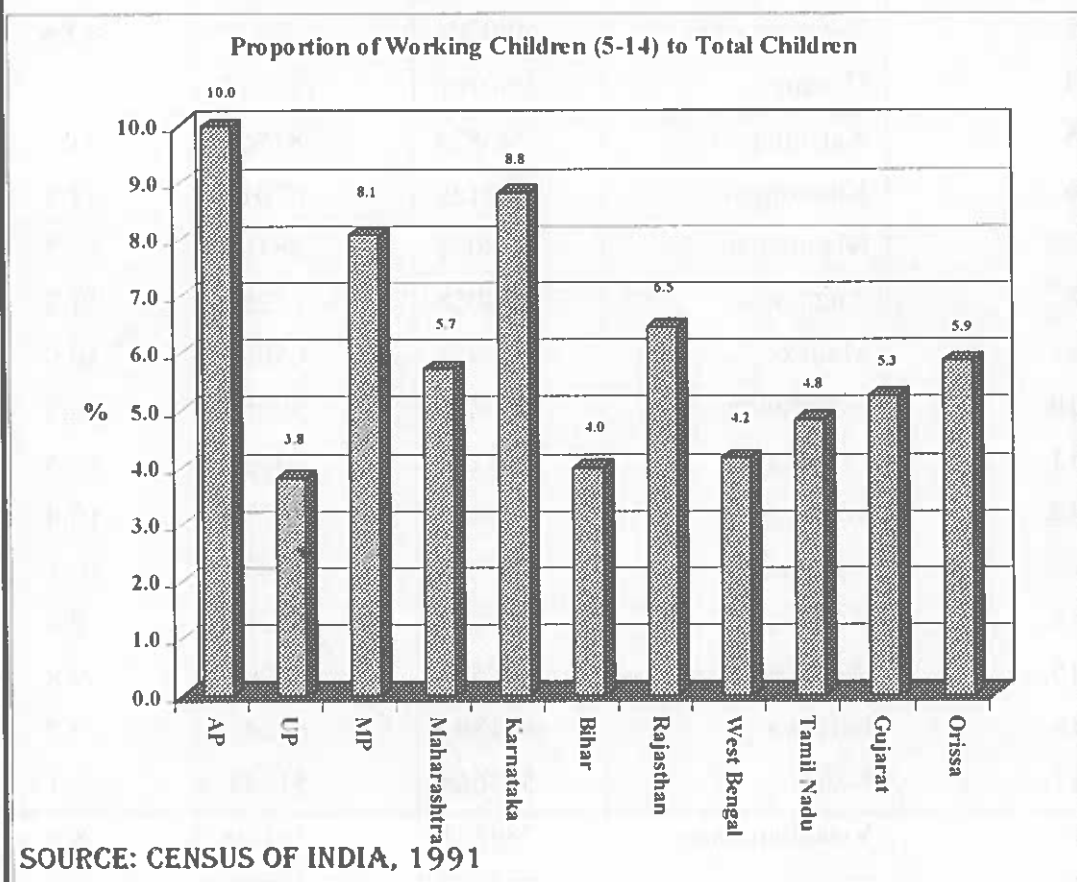
**CHILD LABOUR**


STATES	Child Labour (%)
Andhra Pradesh	14.5
Uttar Pradesh	12.5
Madhya Pradesh	12.0
Maharashtra	9.5
Karnataka	8.7
Bihar	8.3
Rajasthan	6.9
West Bengal	6.3
Tamil Nadu	5.1
Gujarat	4.6
Orissa	4.0

Source : Census of India, 1991

## CORE TRAINING MANUAL

### Incidence of Child Labour Across Major States in India



**Proportion of Child Labour to Total Number of Children  
Across the Districts of Andhra Pradesh**

Ranking of Districts as per the incidence of child labour in A.P.	DISTRICTS	Total No. of children (5-14)	Total No. of child labour (5-14)	Incidence of child labour (5-15)
1.	Mahbubnagar	851059	124617	14.6
2.	Kurnool	797313	112037	14.1
3.	Vizianagaram	499201	62627	12.5
4.	Guntur	990160	118275	11.9
5.	Karimnagar	745825	87563	11.7
6.	Khammam	587129	67015	11.4
7.	Nizamabad	513061	58184	11.3
8.	Anantapur	824068	92255	11.2
9.	Medak	594926	65000	10.9
10.	Srikakulam	556035	59955	10.8
11.	Prakasam	701121	73920	10.5
12.	Warangal	722125	75090	10.4
13.	Nalgonda	737027	74410	10.1
14.	Adilabad	560019	55253	9.9
15.	West Godavari	848504	83397	9.8
16.	Krishna	881895	81247	9.2
17.	Nellore	563664	51443	9.1
18.	Visakhapatnam	784831	70130	8.9
19.	Chittoor	755612	62730	8.3
20.	Cuddapah	557337	43762	7.9
21.	East Godavari	1122556	75970	6.8
22.	Hyderabad	791448	14930	1.9
	<b>Andhra Pradesh Total</b>	<b>16655656</b>	<b>1661940</b>	<b>10.0</b>

Source: Census Of India, 1991

**District-wise Distribution of Child Labour  
from the total Child Labour in Andhra Pradesh, 1991**

S.No.	States/Districts	Total Child Labour	Percentage
	ANDHRA PRADESH	1,661,940	100.00
1	Srikakulam	59,955	3.61
2	Vizianagaram	62,627	3.77
3	Visakhapatnam	70,130	4.22
4	East Godavari	75,970	4.57
5	West Godavari	83,397	5.02
6	Krishna	81,247	4.89
7	Guntur	1,18,275	7.12
8	Prakasam	73,920	4.45
9	Nellore	51,443	3.10
10	Chittoor	62,730	3.77
11	Cuddapah	43,762	2.63
12	Anantapur	92,255	5.55
13	Kurnool	1,12,037	6.74
14	Mahbubnagar	1,24,617	7.50
15	Rangareddi	52,160	3.14
16	Hyderabad	14,930	0.90
17	Medak	65,000	3.91
18	Nizamabad	58,184	3.50
19	Adilabad	55,253	3.32
20	Karimnagar	87,563	5.27
21	Warangal	75,090	4.52
22	Khammam	67,015	4.03
23	Nalgonda	74,410	4.48

Source: Registrar General, Census of India: Working Children in India - An Analysis of the 1991 Census Data New Delhi, 1998.

## Core Training Manual

### In School & Out of School Children (5-14 years) in Andhra Pradesh

S. No.	Name of the Districts	No. of Mandals	Total Children in 5 - 14 years age group	Total Children In schools (5-14 years)	Out of School Children (5-14years)	Irregular Children	Total (Out of School + Irregular)
<b>DPEP I Districts</b>							
1	Vizianagaram	34	423736	368652	55084	34709	89793
2	Nellore	46	369634	271852	97782	28596	126378
3	Kurnool	54	684497	557544	126953	120284	247237
4	Karimnagar	58	659695	598320	61375	38150	99525
5	Warangal	51	632255	552885	79370	45954	125324
	<b>Sub Total</b>	<b>243</b>	<b>2769817</b>	<b>2349253</b>	<b>420564</b>	<b>267693</b>	<b>688257</b>
<b>DPEP II Districts</b>							
6	Srikakulam	38	487788	424290	63498	14877	78375
7	Visakhapatnam	42	480889	399182	81707	52528	134235
8	Guntur	57	703708	615301	88407	108170	196577
9	Parkasham	56	534533	476018	58515	83196	141711
10	Chittoor	70	677525	622558	54967	16430	71397
11	Cuddapah	50	477622	437368	40254	28227	68481
12	Anantapur	63	601774	530915	70859	28284	99143
13	Mahabub Nagar	64	770874	459486	311388	46894	358282
14	Ranga Reddy	37	692274	646796	45478	40757	86235
15	Medak	45	563962	485725	78237	34487	112724
16	Nizamabad	38	426706	368901	57805	35089	92894
17	Adilabad	52	485075	426758	58317	35065	93382
18	Khammam	48	490378	411787	78591	33328	111919
19	Nalgonda	59	643417	555279	88138	54073	142211
	<b>Sub Total</b>	<b>719</b>	<b>8036525</b>	<b>6860364</b>	<b>1176161</b>	<b>611405</b>	<b>1787566</b>
<b>Janashala Districts</b>							
20	East Godavari	59	910131	859821	50310	141989	192299
21	West Godavari	49	669675	601495	68180	66165	134345
22	Krishna	50	677705	610224	67481	27489	94970
23	Hyderabad	16	1042876	866895	175981	95358	271339
	<b>Sub Total</b>	<b>174</b>	<b>3300387</b>	<b>2938435</b>	<b>361952</b>	<b>331001</b>	<b>692953</b>
	<b>Grand Total</b>	<b>1136</b>	<b>14106729</b>	<b>12148052</b>	<b>1958677</b>	<b>1210099</b>	<b>3168776</b>

Source: Department of Education, Government of Andhra Pradesh, 2001

## 2.2 CHILD LABOUR: FORMS AND CAUSES

In order to combat child labour effectively it is necessary to understand various forms of child labour and their causes.

### AIMS

Accordingly, this session aims at:

- Providing the knowledge and understanding of the forms and causes of child labour

### METHODOLOGY

- The session will be conducted largely through discussions in large and small groups, initiated by the trainer.
- The trainer encourages the participants to share their knowledge and understanding of the forms of child labour.
- The trainer writes the various forms of child labour that emerges out of the discussion on the board.
- Small groups are formed to discuss the causes of various forms of child labour.
- Each small group on the basis of common understanding discusses the causes for the existence of those forms of child labour.
- A representative from each group presents the causes of the forms of child labour discussed by that group which will be further discussed in the large group.
- The trainer facilitates the discussion and summarises or may ask one of the participants to summarise.

### OUTCOMES

- Clear comprehension of the forms and causes of child labour.

## COMPETENCIES

- Deep knowledge of the subject.
- Ability to distinguish between the various forms of child labour and co-relate the causes.

### Forms of Child Labour

Working conditions of children vary depending on the nature of work. Their working situations may be broadly classified as:

- **Children working in family farms with their parents**, which involve less exploitative, work relations, yet children may be deprived of their education and other rights. However, given the economic crisis of the small farming households, children's work in the family farms is not the same as it used to be. When farming was for subsistence, pressure on children was not much. However, at present, owing to heavy economic pressure on small farmers (due to more and more market orientation of agriculture), the pressure on children has become quite severe. It is a well-known fact that the poorer sections of the farmers are the worst hit during any monsoon failure or economic crisis. Thus the children of this section are also hard hit.
- **Children working for others as bonded labour in agriculture** who are subjected to long hours of work, with or without pay, lack the freedom to play, rest and gain education (**Jeethagadu/Gasagadu**).
- **Children working in home-based manufacturing** (like manufacturing beedi, carpet, gem polishing etc.) industries face severe deprivations, as they work as part of the family at the cost of their basic rights. There is also an element of bondage among many children working in such home based/cottage industries.
- **Children working in harmful occupations** - with low wages, mostly paid to the contractors or parents. Children in these occupations face health hazards besides being deprived of their education and other developmental rights. (Lock industry, glass industry, etc.)
- **Children who are working far off from their villages and parents**, with no one to care for them, subjected to physical and even sexual abuse, low pay and long working hours (Domestic servants).
- **Child labour in the formal sectors of production** (organised factory type production) is insignificant in the region, less than ten percent. A majority of children are found in the informal sectors of production (decentralised units).

## BOX 4

### FORMS OF CHILD LABOUR

#### **Agrarian Sector**

In rural areas children are engaged in agricultural and allied occupations as a part of family labour or as individual workers. They may work as paid or unpaid workers in different forms such as:

- <> Migrant Labour
- <> Invisible Labour
- <> Bonded Labour

#### **Mining and Manufacturing Sector**

Children are engaged in various manufacturing processes of different Home-based industries such as Brassware, Lock, Match and Fire works, Diamond cutting, Gem polishing, Glassware, Carpet making, Slate etc. Very often they work in sub-human conditions and in exploitative situation. They may be working as:

- <> Migrant Labour
- <> Invisible Labour
- <> Wage Labour
- <> Self employed children

#### **Service Sector**

- <> Self employed labour
- <> Invisible labour
- <> Wage-based employment

Children work as a part of family labour or as wage earners, sometimes as migrant labour. Very often they remain invisible and in bondage. They are found in all the three sectors of the economy i.e. the Agrarian, Manufacturing and Service sectors.

#### **Invisible Child labour**

- <> Children work in the unorganized or/and informal sectors
- <> They do not come under the purview of law
- <> They constitute a substantial proportion of the child labour in the country
- <> Most of them do not go to school

#### **Migrant Child Labour**

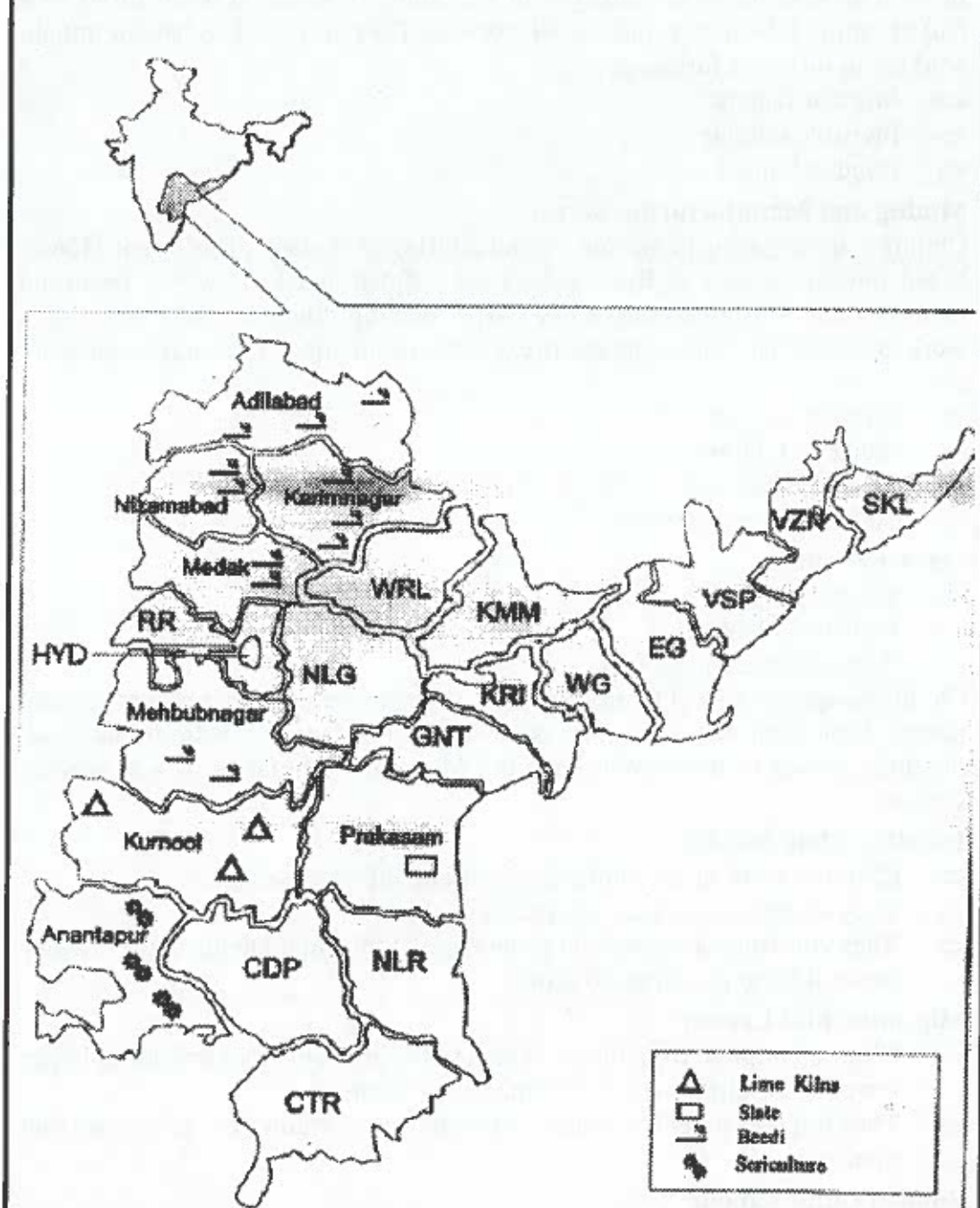
- <> Children migrate from the rural area to the urban or from smaller to larger towns/cities either with their families or alone
- <> They migrate either for better employment opportunities or to escape from bondage

#### **Bonded Child Labour**

- <> Children are pledged by their parents/guardians to employers in lieu of debts or payments
- <> The rates of interest on loans are so high that the amount to be repaid accumulates every year, making repayment almost impossible



## CHILD LABOUR IN HAZARDOUS INDUSTRIES OF ANDHRA PRADESH



Source: "Child Labour in Hazardous Industries Andhra Pradesh";  
Center for Public Policy Studies; p24

## **LIST OF SECTORS WHERE CHILD LABOUR IS INVOLVED IN ANDHRA PRADESH**

1. Agriculture
2. Farms servants
3. Cattle herds
4. Girl child taking care of siblings in their own homes
5. Girl child taking care of house hold chores in a rural setting
6. Cashew processing
7. Stone breaking
8. Small tea stalls
9. Roads side dhabas
10. Wine shops
11. Cleaners in small hotels
12. Scooter repair shops
13. Tinkering and welding jobs in auto industry
14. Retreading jobs
15. Hybrid cotton farms
16. Domestic girl child workers
17. Tribal child collecting forest produce
18. Helper in small shops
19. Children in prawn processing factories
20. Children working in roof tiles industry
21. Brick making
22. Automotive garages
23. Cotton ginning
24. Lime kilns
25. Tobacco grading
26. Cotton picking
27. Slate quarries
28. Building construction
29. Road construction
30. Cotton weaving
31. Spinning mills
32. Beedi industry
33. Mines
34. Silk reeling and weaving
35. Sand picking from river beds
36. Fishing
37. Cotton seed processing factories
38. Girl children in cotton seed farming
39. Bangle making in old city of Hyderabad
40. Children selling Pepsi or Coke on tank bund

41. Street children
42. Rag pickers
43. Children working on seven seater autos and other transport vehicles

## **WHY ARE CHILDREN PUSHED INTO LABOUR?**

Causes of child labour are many. There are various socio-economic and cultural factors that force children into work. These causes can be broadly classified into two viz., supply and demand factors. Supply side factors refer to the conditions under which families are engaging children in work. Demand side factors refer to the preference of employers for employing children.

### **CAUSES: SUPPLY SIDE**

#### **Economic**

- Weak financial position of the families of the children
- Parents not getting minimum wages
- Lack of livelihood resources in the villages and resultant migration in search of employment
- Adult unemployment
- Large family size because children are viewed as social security for the parents at old age.
- Lack of basic minimum civic services (like easy access to drinking water) and early childhood care facilities

#### **Social**

- Illiteracy of parents
- Continuing low social status of certain classes of people (most of the child labourers are drawn from Schedule Castes and Schedule Tribes)
- Lack of compulsory education for children below the age of 14 years
- Dull and boring education

## **Cultural**

- Tradition of making children learn the family skill
- Attitude towards girl children where girls are meant to start working at an early age without the need for being educated. (There is a saying in rural areas that investing in girls education is like watering a neighbour's field)
- Ignorance of the parents about the bad consequences following the children's employment.

## **CAUSES: DEMAND SIDE**

- Children are preferred for work by employers in low skilled/unskilled work with low technology and monotonous work as children can be paid low wages and can be easily controlled
- Creation of cultural myths by the employers
- Economic incentives for the employers to get children to work
- Non implementation of Labour Laws (minimum wages and other Laws relating to statutory benefits) for adult workers
- Lack of adequate legal provisions to eliminate child labour and inadequacy in enforcement machinery
- Lack of strong determination and will among government officials.

## 2.3 CONSEQUENCES OF CHILD LABOUR

This session aims at inculcating sensitivity to the adverse consequences of child labour on the child, family and society with special reference to Andhra Pradesh.

### METHODOLOGY

- The learning in this session will be through participatory discussion initiated by the trainer.
- The trainer elicits the participants' perceptions and views in large group.
- The trainer writes the various forms that emerge out of discussion on the board.
- Small groups are formed to discuss the consequences of child labour for the child, family and society.
- Each small group on the basis of common understanding discusses the consequences.
- A representative from each group presents the essence of the deliberations of the group in the plenary session.
- The trainer facilitates the discussion and summarises the consequences of child labour or may ask one of the participants to summarise.

### OUTCOME

- Enhancing concern, sensitivity and thinking in order to evolve efficacious strategies for prevention and elimination of child labour.

### COMPETENCIES

- Thorough knowledge and understanding of the various adverse consequences of child labour.

## **Theme - 3**

### **MYTHS AND REALITIES OF CHILD LABOUR**



# 3. CHILD LABOUR- MYTHS AND REALITIES

## AIMS

A number of myths have been created and floated to justify the existence and perpetuation of the problem of child labour. These myths, by hiding the realities of child labour, hinder the efforts to prevent and eliminate child labour. Exploding these myths is, thus, crucial to develop conviction and assertiveness of the social actors to confront the issue of child labour in a right perspective.

Accordingly, this session is aimed at exploding the myths and exposing the realities of child labour.

## METHODOLOGY

- The modus operandi of achieving the aims of this session will be through group work.
- The assignments given to the participants on the previous theme will serve as the basis for initiating the discussion and the formation of small groups.
- The perceptions of the participants regarding the myths and realities of child labour (as they have indicated in the assignment sheet) will be recorded.
- Groups of four to five members will be formed ensuring that each group consists of members with conflicting opinions so as to generate an intensive discussion in the group.
- The groups would be provided 30 minutes for discussion and to arrive at common understanding on myths and realities.
- A representative from each group will share the groups' perception to the larger group.
- The trainer will explore the myths, if any perceived as realities by the participants with the help of facts and figures culled from various scientific studies.



## **OUTCOMES**

- Exploding myths and exposing the realities of child labour.

## **COMPETENCIES**

- Knowledge of authentic facts and figures about the realities of the world of child labour.
- Capacity to demystify the myths.
- Skills for keen observation and effective communication.

### Reading III

## SELECTED MYTHS AND REALITIES ABOUT CHILD LABOUR

### MYTH-1

*Employers are obliging children by employing them.*

#### Reality

Employers are only concerned about profit. Child labour can be exploited at no cost to them: "Certain sectors such as agriculture tend to rely heavily on child labour because of the availability of children at low wage. Children enter the labour market at a very early age, even before they are six years old, [working] alongside their parents either for no wage or for a negligible income. The household sector (the middle class in particular) employs a substantially large number of child labour. There is a selfish interest involved in recruitment of children for daily household chores. Industries like beedi making, glass making, carpets, gem and stone polishing, matches, fireworks have thrived purely on the strength of child labour, who work long hours for low wages and complain little. Some of these industries, namely gem and jewellery, carpets, brass artware, handlooms, agarbathi, tea are India's major export earners and child labour provide the competitive edge. There is, thus, a vested interest in employment of children because of the sheer economics that supports it."

### MYTH-2

*Poverty is the single major cause of child labour.*

#### Reality

"Poverty has many dimensions to it. Low earnings and low level of skill, lack of assets and access to training or education are accompanied by poor health, malnutrition, absence of shelter and food insecurity. The characteristics associated with poverty thus extend well beyond low incomes." (4th World Conference on Women, Beijing, 1995, Country Paper, India, (A Draft), Government of India, 1994).

Poverty is the manifestation of socio-cultural marginalisation as indicated by, “studies of many of the industries where there is a substantial presence of child labour, like the carpet industry, the match industry, brassware, glass, bangle and the lock making, slate, gem-polishing industries and the tea plantations. These show that the overwhelming majority of children working in these industries come from Scheduled Castes, Scheduled Tribes, Other Backward Castes and Muslim communities. These communities also constitute the bulk of the small and marginal peasantry, landless and agricultural labour and artisan groups. The fact that the bulk of India’s child labour hails from communities that derive their sustenance from occupations that principally require manual labour reveals the wider, complex and variegated social matrix in which the phenomenon of child labour is embedded. These communities are the victims of a social system, which is characterised by unequal access to the principal productive resources and assets. It is these very communities which migrate to the cities to join the burgeoning informal sector.”

While it is true that child labour come from impoverished families, it should be noted that child labour also perpetuates poverty since the child labour who survives the harsh conditions becomes an unskilled, debilitated adult who is not employed even in the industry that exploited him/her earlier. Furthermore, child labour receives a low, negligible income and often no wages at all. Child labour also affects adult wages and keeps adults unemployed.

India is a significant exception to the global trend in the removal of children from the labour force and the establishment of compulsory, universal, primary school education, as many countries of Africa, like Zambia, Ghana, Ivory Coast, Libya and Zimbabwe, with income levels lower than India, have done better in these matters. (The Child and the State in India, Myron Wiener, Oxford University Press, New Delhi, 1991).

### **MYTH-3**

*If children do not work, they and their families will starve.*

#### **Reality**

Starvation persists even when all the members of the family including children are working. Starvation is the result of a combination of factors, including price policy, low income, low purchasing power, income disparity, unequal food distribution, poor availability of food, lack of economic and physical access to food and unequal land ownership pattern.

The inequitable land distribution pattern is evident in the fact that, “between 1961 - 1991, the proportion of cultivators declined while that of the agriculture labour increased, indicating that a vast section of the population, including tribal, are getting alienated from land.” Child labour trends reflect this change. “There has been a shift in numbers from children working on their own farms to children employed on the farm of others.”

Alienated from their land and means of livelihood, the rural poor migrate to urban centres. Food subsidy through the Public Distribution System (PDS) becomes inaccessible to them because proofs of residence are required for obtaining the ration card. The Structural Adjustment Programme (SAP) and the New Economic Policies have worsened the situation. For instance, under SAP, the PDS outlets have been scaled down. Another example is the emphasis on exports. “A hike in cotton yarn prices and steady export of cotton yarn resulted in abnormal prices which had to be borne by the weavers and their co-operatives. Starvation deaths were reported from Andhra Pradesh and Tamil Nadu as the small units shut down.”

#### **MYTH-4**

*Child labour is the result of the poor having more children*

#### **Reality**

The wealth of a nation is its people. The tendency, however, is to view them not in terms of their potential, but their sheer numbers. A dubious circular reasoning therefore holds sway. High population growth causes poverty which gives rise to child labour. The focus remains on the numerical strength of families, ignoring the denial of their basic rights. For instance, the poverty index measures “calorific consumption and not what people are denied in education, health and other issues.” Child labour therefore cannot be attributed solely to population growth. This is confirmed by the fact that while “the growth of the child population is declining since 1971 and a continuation of this trend will result in a decrease of the child population for 2001 for India as a whole, the interstate variation will continue to be enormous.” Kerala, for instance, has the lowest incidence of child labour and it is attributable to the fact that it has “invested in human beings, in political commitment, in radical change in the countryside, in land reform, in a strong working panchayat.”

## MYTH-5

***Parents would rather send their children to work than to school.***

### **Reality**

A National Consultation on the Rights of the Child concluded, “The withdrawal of children from the labour market through mass enrolment by NGOs effectively disproves the “poverty argument” very often used to justify continuance of child labour.”

“The idea that some children have no alternative other than to work is so universally entrenched that even social workers attached to agencies implementing direct support programmes were initially reluctant to persuade parents of working children to enroll them in formal schools. They feared that families of child labour will not accept the idea of full-time formal schools, nor will they absorb or accept the fall in family incomes caused thereby. Individual and community acceptance of education as an alternative to work did not turn out to be as difficult as it was generally feared to be. The notion that families of child labour who are motivated to stop sending their children for working must be compensated through stipends was proved wrong; lasting effects were obtained even where no stipend was given. More difficult than parental resistance to mainstreaming their wards in formal schools, was the difficulty in satisfying the administrative requirements for admission. Documentary evidence of date of birth, transfer from a previous school (in the case of children who are being re-integrated into schools) were greater barriers in enrolling children into schools.”

In the final analysis, “the universalisation of elementary education not only means universal facilities, universal enrolment and universal retention but also universal quality of teaching and learning.” (“Problems of Universal Elementary Education”, Poromesh Acharya, *Economic and Political Weekly*, December 3, 1994).

## MYTH-6

***Children themselves want to work***

### **Reality**

When children express their preference to work, it is because of their inability to conceive of an alternative. Children are compelled to work by the non-availability or lack of access to schools, an irrelevant school curriculum and physical abuse from teachers. For children, earning enhances their feeling of self-worth and hence their demands centre on the improvement of working conditions and dignity of

labour. However, the issue of an enabling work environment should be dealt with separately without obscuring the realisation of children's rights. The expression of the desire to work by children reflects their lack of trust in adults to change their situation. Child labour is ultimately an indictment of societal apathy and indifference to their plight.

## **MYTH-7**

***There is nothing wrong in allowing children to work in non-hazardous occupations.***

### **Reality**

The word "hazardous" is a debatable point because while referring to hazardous industries here, one is not referring to the inherent hazardous nature of any industry. The reference is to what is hazardous to the child. In this respect even jobs which are not inherently hazardous become hazardous for children, if they are made to do the job for a long period and if they are being denied their rights to development, education, medical care, recreation, leisure and play. The differentiation between hazardous and non-hazardous derives from the lexicon of industrial occupations and has reference to adult employment. To apply it to child labour is to ignore the de-facto violation of children's basic rights and restrict action to child labour in the formal organised sector. Furthermore, while an occupation can be described along a continuum, regardless of its nature, it entails exploitation where children are involved. Hence, every child labour is a priority and the nature of employment cannot be applied as a criterion. Child labour in so-called "non-hazardous" employments like the service sectors tea-stalls, restaurants and the domestic sector like household work, are vulnerable to physical, mental and sexual abuse. Poor working environments like closed, dark and ill-ventilated rooms damage the development of the child. The continuous hours of work result in exhaustion and even death.

## **MYTH-8**

***Work equip the children with skills for the future***

### **Reality**

The tasks allotted to child labour are simple and repetitive such as labelling, filling, rolling, fetching and carrying. "Skill" is misnomer when applied to the backbreaking toil and drudgery children engage in. The hard, physical labour, exposure to the elements like dust, toxic fumes and chemical solutions damages children's health irrevocably, shortening their life span and impairing their development.

For instance “in the match factory, the association of passivity with females leads to girls being expected to sit continually in the same posture. It causes menstrual disorders and uterine problems which girls are conditioned to suppress.” (G. Shantha, CACL, 1994). In the gem polishing industry, vision declines before the age of thirty. The skills training can always come at a later stage without being at the expense of the well being and development of the child. It is a well-known fact that only older children can assimilate serious vocational training.

## **MYTH-9**

***Child labour is necessary to preserve traditional arts and crafts.***

### **Reality**

In reality, the argument of preserving tradition cloaks the reality of children bonded to families or who are hired labour who are never taught the actual craft. Learning of a particular art or craft by children within their families, as part of their socialisation, should be integrated with their education. Moreover, “skills previously the preserve of a few families are now widely available in the labour market because of state-sponsored training programmes which cover industries like pottery, carpet, gem-polishing, lock industry. Moreover, new technology has rendered many of these skills irrelevant. The artisan has been transformed into a factory worker by large scale nature of production.”

## **MYTH-10**

***Children work faster and have nimble fingers needed in certain types of work, especially for making knots in carpets.***

### **Reality**

“A carpet manufacturer, V. R. Sharma admitted in an interview” it is a myth that child labour is essential and the children are capable of weaving better carpets than adults.” (*Indian Express*, 16 June 1987). A study conducted by the Madras Institute of Development Studies for the Government of India found that there was no truth in the ‘nimble fingers’ argument. Examination of the seventeen processes in match manufacture showed that children were employed in simple tasks requiring a speed of movement and co-ordination of action, but no special aptitude, which children might possibly also have and adults may not have? In fact, not only were adults employed in all these operations, but also they out-numbered children in the surveyed units and most crucially, their model rate of physical production was more than that of children. There is no reason therefore to accept the ‘nimble fingers’ argument either on the grounds of adults’ inability to work or due to their allegedly lower pace of work.”

## MYTH-11

***Industry will collapse if child labour is not available.***

### **Reality**

The International Labour Organisation held a workshop to present the findings of studies that have been conducted on the profitability to an industry if child labour was replaced with adult labour. The industries examined included carpet, brassware, gem polishing, match industries. It was found that looking only at the economic implications, the increase in the cost of a product caused by replacing children with adults is only of the order of about 4 per cent - 7 per cent. The increase in cost, being only marginal, can be largely absorbed by the industry or if passed on to the customer, the increase in the sale of the final product would also be marginal.

It is possible to alter the structure of industries in a manner whereby the small-scale/informal units [which has a large concentration of child labour making it really competitive] can be made viable without having to take recourse to the super-exploitation of women and children. One of the problems in the carpet industry is the large number of intermediaries between the manufacturer / exporter and the weaver / master craftsman. Co-operatives of the small loom owners/ weaver, with these having direct access to the market needs to be considered.

## MYTH-12

***A Global ban on child labour products will stop the practice of employing child labour and protect children's rights.***

### **Reality**

The proposals for a global ban come from the developed nations and focus on exports. Child labour is essentially a domestic problem as only approximately 8 per cent of India's child labour force is engaged in the export sector. Linking the concerns of human rights to trade can only serve the protectionist interest of the developed countries. These social clauses and blanket boycotts make no commitment to the rehabilitation of child labour.



## MYTH-13

***Legislation prohibiting child labour is sufficient to resolve the problem.***

### **Reality**

Legislation prohibiting child labour may end up compounding the problem by legitimising child labour. For instance, the Child Labour (Prohibition and Regulation) Act, 1986, is in violation of *Article 14, 21, 23 and 24 of the Constitution*. This legislation removes the protection given by these Articles to children against employment in all hazardous work and against exploitation and injustice by not prescribing a minimum age and prohibiting employment of children only in certain occupations and processes.

Furthermore, “having enacted so many Acts, little attention has been given towards enforcement. In the absence of enforcement, the legislative measures are easily flouted. Between 1990-1993, only 537 inspections were undertaken at the central level, under the Child Labour (Prohibition and Regulation) Act, 1986; a total of 1203 irregularities were detected, but only 7 prosecutions were launched, 5,060 violations were observed, out of which only 772 were convicted.

The plethora of laws cover only about 8 per cent of the total, as these laws are not applicable in the case of agriculture and also tertiary activities such as retail and wholesale trade, restaurants etc. Normally, there is total lack of political will to resolve the problem of child labour. Even if the Labour Minister’s decisions taken at the last three conferences are implemented, much progress can be made.

Finally, there is total failure of the Government in the area of compulsory education of children up to the age of 14 (Article 45). Several states have made commendable effort in the direction of providing education facilities, but none has been able to do anything to check the phenomenon of high drop-outs.”

## MYTH-14

***Child labour cannot be abolished.***

### **Reality**

“The task is big, but not as to prove either unwieldy or burdensome. It is worth pointing out that poverty as such has not stood in the way of other developing countries from taking care of child labour. This shows that what has caused the problem of child labour to persist here is really not dearth of resources, but lack of real zeal. Let this not continue.” (*Supreme Court judgement on the Writ Petition No. 465 of M.C. Mehta Vs. the State of Tamil Nadu and Others, 86*).

“We must see the child as a human person in a holistic perspective... The time has come to recognise the primacy of the Rights of the Child and to take effective steps on the basis of that primacy to promote the cause of Child Development.... That priority ought not to be allowed to become an empty verbiage or an occasional incantation. It should be reflected in our national policies, programmes, budgeting and the design of public and private life.” (*Task Force on Implementation of the Child Labour Act and Action Plan*)

## MYTH-15

***Girl children in the post-puberty stage should not enter the cottonseed fields, as it will pollute the crop and failure of crop***

### **Reality**

Employers are concerned with profit. They have spread this myth among the community so that they get young children to work with no wages or low wages. In this process they can extract more work from these young children because of more energy and capacity to do the same work again and again. It has been found that the impact on pre-puberty children and post-puberty children is the same. With field experiences it has been found that employing adult workers can produce hybrid variety of cottonseeds.

## REVISITING THEME 3

**From this session on “Child Labour-Myths and Realities”, can you respond to the following questions?**

1. Can you recall some of the myths about child labour?
2. Do you think the myths about child labour are justified?
3. How do you convince somebody that myths have been created purposely with a view to justify the existence and perpetuation of child labour?



# Theme - 4

4. ACQUIRING  
PRESENTATION SKILLS
- 4.1 HOW TO USE  
THE GUIDELINES



# 4. ACQUIRING PRESENTATION SKILLS

## AIMS

Effectiveness of training depends on the capacity of a trainer to keenly observe and effectively present information and data pertaining to the training process. Accordingly this session is designed to develop:

- Observation
- Presentation and
- Feedback skills

## METHODOLOGY

- Trainer announces that each participant will speak on a topic of his /her choice for about five minutes. All the participants are instructed to closely observe the presentation.
- After each presentation, the participants are asked to share their observations on the presentation.
- The trainer also gives his/her own observation on the presentations and verbal and non-verbal communication transpires during the presentations.

## OUTCOMES

- To understand the requisites of effective presentation.
- Appreciating observation skills.
- Acquisition of skills for giving and receiving feedback.

## COMPETENCIES

- Need to be a keen observer, effective communicator and effective practitioner in the art of giving and receiving feedback.
- The trainer will provide reading material on listening skills. All the participants will be instructed to study the reading material and prepare notes to be shared in the recall session on the subsequent day.

Reading I

# Guidelines for Presentation Skills Training

## Design Considerations

### 1. Goals

- What kind of announcements were involved in getting the group ready?
- Were the goals stated?
- Were the goals explained? Was time allowed for questions?
- Which goals seem to have been reached?
- Were expectations fulfilled?

### 2. Directions

- Were directions adequate?
- Were too many instructions given at one time?
- Was time allowed for questions?
- Were instructions followed immediately by action? Did activities intervene between the instructions and their execution?

### 3. Contents of presentation

- Were the theories presented easy to understand?
- Were all presentation well organized with a clean overview?
- Were such talks appropriate?
- Did the presentation include explanation and embellishment, or did the speaker primarily read aloud?
- Were examples appropriate? Clear?
- Was there a summarization to pull things together?
- Was there a smooth transition into and out of the presentation?
- Did the speaker accomplish the stated purpose?

#### **4. Processing**

- What techniques were used to facilitate processing?
- Were reactions solicited? How?
- Were questions helpful in focusing on specific areas of discussion?
- Was processing adequate? Were important areas covered? Was closure attained?
- Was processing done at appropriate times? Enough times?
- Was processing geared to back-home application of learning discussed? How was follow-through implemented?

#### **5. Time Limits**

- Were allotted time periods well chosen?
- Were time limits stated? Were they clear?
- Were time limits adhered to? Overrun? Flexible?
- Was time wasted? Could something have been done in a more efficient way?

#### **6. Staging**

- Was the facilitator well positioned in the room? Visible/and audible?
- Were participants organized with a minimum of disruption?
- Was there enough room? Too Much?
- Was lighting adequate?
- Was the temperature of the room comfortable?
- Were the furnishings functional? Well placed? Comfortable?
- Were audiovisual aids made available?

#### **7. Participants and Staff**

- How were subgroups of previously acquainted participants handled or utilized in the larger group? (Separate groups, spread across several groups, etc.)
- To what degree did participants become better acquainted with each other? How was this facilitated?
- How were the various levels of experience and expertise among participants recognized or taken into account?



- How did the backgrounds and experience levels of the staff affect the design?
- How were roles divided up among facilitators? Did it help or hinder the design?

#### **8. Materials**

- Was use made of available resources? (People, materials, handouts, etc.)
- Was the choice of materials appropriate to the design?
- Were the materials of required quality?
- Were the materials readily available and organized for distribution?
- Were posters visible? Readable?

#### **9. Design and Atmosphere**

- Did the design make sense in terms of the stated goals? What were the expectations of the participants?
- Were there any Time Limits?
- What Physical facilities were made available to the participants?
- Were the Participants' familiar with one another?
- What was the training experience of the participants?
- Were the Staff members available at all times?
- How many participants were present?
- Were Materials made available for the participants?
- Was there Opportunity for a follow-through session?
- Did the sequence flow easily? Was there continuity to the design? Did the progression make sense in terms of the final goal?
- Was the design too complex?
- Was there flexibility in executing the design? Were changes made? How?
- Was any deception involved in the design? Did participants feel tricked?
- What atmosphere was created during the activity? Did participants feel serious?
- Did the participants feel comfortable and eager to participate?

## Presentation Considerations

### 1. Voice

- Was the voice level loud enough/ too loud?
- Was the speech pattern too fast/too slow? Did it vary in rhythm and inflection?
- Were the words well articulated?
- Was the tone of voice agreeable/ Interesting/ Boring/ Harsh/ Soft?

### 2. Physical Presentation

- Was eye contact sufficient?
- Did facial expression convey interest? Tenseness? Boredom?
- Was manner of dress neat? Distracting?
- Did the person sit, stand, or move in a way that conveyed confidence? Nervousness?
- Did the person seem interested?

### 3. Verbal Behaviour

- Was wording clear/simple/not too complex/ specific/ of appropriate length? Was it stated in a language familiar to the participants? Was there repetition/ profanity? Were the presentations professional?
- Did the speaker speak without notes? Did he/she seem to have memorized the text?

### 4. Interventions

- Were the levels of seriousness and humor well balanced and appropriate to the subject and participants?
- How were questions handled?
- How was cooperation solicited?
- How were conflicts or criticism dealt with?
- Were role-playing, modeling, and other techniques used when appropriate to facilitate communication?
- What kinds of interventions dominated? Were they group centred/ interpretative/ approving/ guiding/ empathetic?

- Were interventions at well-chosen moments?
- Was talking based on explanation, or did the speaker primarily read aloud?

#### **5. Co-facilitation**

- Was the staff introduced to the participants? Were they approachable/ identifiable/ visible?
- Was there a co-facilitator to support the sessions? Was there teamwork/ co-operation among staff members?
- Did facilitators seem competent/ organised/ knowledgeable/prepared?
- Was the staff involved in all the activities? Were they caring and sensitive to the needs of the participants?
- How was control maintained? Did the staff exhibit flexibility?
- Did the facilitators personalize their presentation? Did they demonstrate presence/contact/genuineness?

# 4.1 HOW TO USE THE GUIDELINES

In a training situation, a facilitator presents a sequence of planned events (structured experiences) for group members, designed to focus attention and learning within a specific area. The preceding set of guidelines is useful to focus on the presentation skills of the facilitator. Some ways a trainer (or co-trainers) can use the guidelines are outlined below.

## I. To Prepare a Training Presentation

- a. Discuss which items are most important to the co-facilitator, in which areas he/she is trying to improve or wants feedback, and which theories may hold together a good presentation.
- b. Check and see that all items have been prepared prior to the presentation.
- c. Rate the co-facilitator in a “practice” presentation.

## II. To Record Reactions during a Training Presentation

It is best to incorporate a method of soliciting feedback in the presentation design. Such things as how the guidelines will be used, who will solicit the feedback, how much time will be allotted to participants or observers to complete the form, and how much time will be allotted for critiquing should be determined.

- a. Call attention to items upon which co-facilitators wish to focus.
- b. Request specific examples or incidents for each item.
- c. Ask participants to list adjectives describing how each item is presented and to know how participants react to the items. (An adjective checklist can be read beforehand to help participants adopt this frame of mind, or a list may be brainstormed).

## III. To Solicit Feedback

Feedback may be solicited in written form, in a large group discussion, or by small group presentations followed by a group-on-group design. Co-facilitators may have difficulty hearing or receiving verbal feedback if they do not possess the required skills. Some rules to follow in receiving verbal feedback are given below.

**a. Listening encourages feedback**

The longer the trainer speaks, reactions are cut off, fewer comments are received, and less is learnt about the effects of the design on participants. It is wise to solicit as large a sample of comments as possible to guarantee that a representative reaction has been heard.

**b. Being open encourages feedback**

It is important to remember when receiving feedback, the facilitator's skill or presentation is being appraised; the facilitator as a person is not being judged.

In a feedback session, non-response to feedback does not imply that it is accepted or considered to be true by the facilitator. A feedback session is a kind of survey from which the facilitator may choose to accept and act on only 5 per cent or over 95 per cent of what he/she hears. It is up to the facilitator to listen, and to decide whether the presentation is soliciting the reaction (rather than the facilitator's personality); whether the reaction is helpful or enlightening; and whether the reaction justifies a change.

**c. There are ways to encourage feedback. It is helpful to:**

- Solicit positive and negative reactions.
- Solicit specific feedback on some aspects of the presentation.
- Ask for clarification of a point.
- Check one person's reaction with others (ask for more comments on a particular item) in order to determine whether that person's reaction was representative.
- Request members to restrict their comments reactions to the subject of discussion.
- Ask participants to take individual responsibility for not taking advantage of the facilitator's silence to "get back" or jump on any person.
- Post or record the comments as they are received in order to recognize and prevent loss of information and to help stop non-constructive facilitator response.

## Reading II

# LISTENING SKILLS

A lot of discussion takes place about listening skills. Listening is not just about nodding; it is also about making sure you understand what the other person is saying. In a group situation, this is not normally done. People will compete for space to state their own opinions, but will rarely take the time to find out what the previous speaker wanted to communicate.

During training sessions, the facilitator cannot simply let participants shout out opinions. These opinions have to be based on facts, and the facts have to be challenged and explained. If a participant makes a statement, which is based on instincts, then that has to be explained, and the facilitator needs to show the influences of good listening by:

- Maintaining good eye contact with the speaker
- Nodding
- Facing the person
- Showing expression on his/ her face
- Not fiddling
- Not looking at the clock
- Avoiding face-touching gestures
- Confirming what was said by recording contributions on the flipchart (participants can get annoyed if their comments are not written up.)

The spoken part of listening is even more important. It is about striving to understand another person's point of view. This means:

- Expressing empathy (eg 'I see what you mean' or 'That sounds problematic' or 'That must have been a surprise')
- Using good direct questions
- Using summaries to clarify what has been said (So you're saying that the service has been only 80 per cent effective over the past 6 months')
- Suspending judgement until the comment is properly explored
- Treating each person's perception as reality - never discounting a participant's view
- Never using sarcasm or ridicule
- Thanking participants for their input.

## Reading III

# GUIDE FOR EFFECTIVE LISTENING

- **STOP TALKING**  
You cannot listen if you are talking. As Polonius in Shakespeare's Hamlet very rightly said: "*Give every man thine ear, but few thy voice*".
- **PUT THE SPEAKER AT EASE**  
Help a person feel free to talk. This is often called a permissive environment.
- **INDICATE TO THE COMMUNICATOR THAT YOU WANT TO LISTEN**  
Look and act interested. Do not read your mail or get distracted while some one is talking. Listen to understand rather than to oppose.
- **REMOVE DISTRACTIONS**  
Don't scribble, tap, or shuffle papers. Close the door if the noise outside seems to distract you.
- **EMPATHIZE WITH THE COMMUNICATOR**  
Try to help yourself to see the other person's point of view.
- **BE PATIENT**  
Allow plenty of time. Do not interrupt a speaker. Don't start for the door or walk away.
- **HOLD YOUR TEMPER**  
An angry-person takes wrong meaning from the words.
- **GO EASY ON ARGUMENTS AND CRITICISM**  
This puts people on the defensive, and they may "shut up" or become angry. Do not argue; even if you win, you lose.
- **ASK QUESTIONS RELEVANT TO THE DISCUSSION**  
This encourages a communicator and shows you are listening.

# Theme - 5

## 5. DEVELOPING CREATIVITY





# 5. DEVELOPING CREATIVITY

Child Labour is an extremely complex problem, which cannot be tackled in a set and routine manner. Dealing with the problem effectively warrants creative and innovative responses. It is thus crucial that skills for enhancing creativity are imparted to all those associated with developing and implementing strategies for the prevention and elimination of child labour.

Accordingly, this session aims at developing creative ability among the participants to deal with the problem of child labour.

## AIMS

- Developing creative thinking and ability.

## METHODOLOGY

- Experiential learning through a simulation exercise
- A sheet containing the exercise is distributed. The participants are instructed to join the “Nine Dots” with four straight lines uninterruptedly (without lifting the pen)
- The participants are allotted five minutes to complete the exercise
- Participants are then divided into small groups to deliberate on the results and arrive at a method to solve the problem creatively
- Groups are allotted 15 minutes to accomplish this task
- A representative from each group presents the creative idea that the group has evolved
- If none of the groups successfully accomplish the task, the facilitator solves the problem and highlights the creative steps followed
- Participants then share their thoughts, feelings and actions in the learning process and the facilitator conceptualises these for evolving creative actions at the field level

## OUTCOMES

- Enhances one's ability to think creatively.

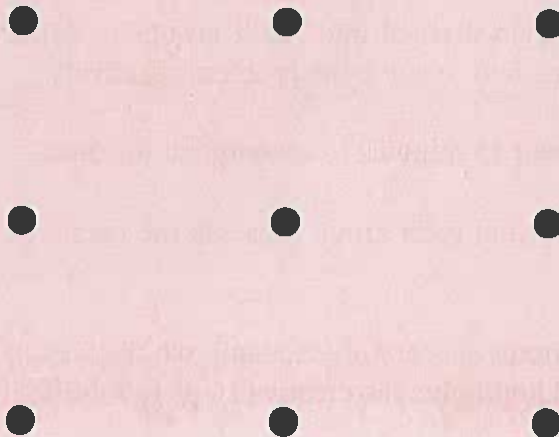
## COMPETENCIES

- Ability to solve problems innovatively
- Capacity to relate the learnings to the issue of child labour

### Exercise

#### NINE DOTS EXERCISE

**Please connect the following nine dots with four lines without lifting your pen in five minutes.**



## ENHANCING CREATIVITY

### What is Creativity?

- Output (s) of creative effort.
- The discovery or production of something that is novel and also useful, relevant or economical, superior or valuable. The product or the outcome of a creative effort must be both significant and markedly different from the existing product(s) or outcome(s).
- Refers to mental orientation and capability of persons to evolve and develop new and superior solutions to problems that are regarded as complex, ambiguous or unclear.

### Components of Creativity

- The ability to generate a large number of relevant ideas quickly, with reference to a given problem/situation/issue under consideration. It is termed as conceptual fluency.
- The ability to shift perspectives/viewpoints, to move from one frame of reference to another, and to change or vary the approaches of finding solutions to a problem. It is termed as conceptual flexibility.
- The ability to produce unusual, novel, atypical answers to questions, responses to problems, and interpretation of issues, situations, and events. It is termed as originality.
- The ability to challenge, and find meaning, in complex and ambiguous problems/situations, and to enjoy the efforts to analyse, integrate, clarify, and resolve them. It is termed as complexity orientation.

### Attributes of Creative Individuals

- A strong sense of curiosity
- Openness and independence of thinking and judgement
- The ability to see things in unusual ways
- Accepting and reconciling apparent opposites or paradoxes

- Tolerance of ambiguity
- Keen sensitivity, fostering intuition
- A strong sense of autonomy
- Not bound by group standards and control
- Persistence and motivation
- Highly developed imagination and visualization ability
- The ability to generate a large number of ideas and viewpoints
- Flexibility and Originality
- The ability to focus and concentrate

### **Group Creativity**

- Groups bring together a diversity of experience, skills, and knowledge, not possessed by a single person.
- Groups are better equipped than individuals, to detect, avoid, and eliminate, errors and mistakes.
- Mutual learning and stimulation by members in a group produces a collective need to resolve a problem situation.
- A group solution usually produces a greater degree of acceptance than a solution by a single person.
- If group members are involved in making suggestions/ solutions, they would be more productive and effective in implementing the same.

### **Creativity as A Competitive Resource**

- Discover new opportunities for growth, development, and performance improvement.
- Analyse and solve difficult problems with innovative insights and approaches in a cost effective manner.

- Amplify the effectiveness of the organisation's work operations and its co-ordination in all functional areas.
- Facilitate and strengthen the realization of cross-functional integration in the management of the organisation.
- Facilitate the planning and implementation of creative methods of management like Total Quality Control and Just-in-Time inventory control, and enhance their efficacy.
- Strengthen the effectiveness of an organisation's R & D efforts and facilitate the management with technological innovation and/or product development.
- Shorten the product development cycle(s) from the stages of conceptualising and inception, to introducing the product in the market and establishing a commercial production unit.

### **Creative Techniques**

- Brainstorming
- Reverse Brainstorming
- Checklist Technique
- Attribute Listing
- Synaptic
- Morphological Method
- Delphi Method
- Dialectical Approach
- Genetic Learning Approach

### **Impact of Creativity**

- Providing people with a sense of meaning, challenge, achievement and growth in their work situations.

- Technological enhancements in terms of solving operational problems of quality, productivity, and innovations, while building on improvements already achieved.
- Better organisational processes and structures, in terms of open communication, participation, co-operation, and mutual development.
- Improving the organisation's Financial Position in terms of cost reduction, loss prevention, value added to products/services, and increased sales revenue (generated by consumer's satisfaction with the firm's superior quality of products and service).

### **Training and the Objectives of Creative Skill Utilization**

- Rectification of performance deficiencies.
- Cultivation of creative and professional skills in relation to new products and processes.
- Effective formulation and implementation of new policies.
- Workforce planning and preparing replacements.
- Career planning of employees in terms of true compatibility between individual and organisational perspectives.
- Preparing a workforce particularly at the managerial and technical levels to cope with unforeseen organizational and environmental changes.
- Developing employees' sensitivity to trends and movements that are future-oriented.
- Developing the employees' competency in the use of creative techniques for problem solving and innovation.

### **Trainer's Style and Practice can Enhance Creativity**

- Creating an open, decentralised structure.
- Supporting a culture, which provides leverage for creative experimentation.
- Encourage experimental attitudes.

- Circulate success stories
- Provide the freedom to fail
- Stress effective communication at all levels.
- Make resources available for new initiatives
- Ensure that new ideas do not get easily killed.
- Remove bureaucracy from resource allocation
- Provide appropriate financial and non-financial process rewards for success
- Ensure a corporate culture which supports risk taking and questioning
- Minimise administrative interference
- Provide freedom from surveillance and evaluation
- Loosen deadlines
- Delegate responsibility for initiating new activities.





## **Theme - 6**

### **6. NATIONAL RESPONSES TO CHILD LABOUR**

#### **6.1 CHILD LABOUR LAWS AND ENFORCEMENT**

#### **6.2 INTERNATIONAL RESPONSES TO CHILD LABOUR**

#### **6.3 ANDHRA PRADESH'S RESPONSES TO CHILD LABOUR**



## 6. NATIONAL RESPONSES TO CHILD LABOUR

Concerns about child labour have been an integral part of public policy formulation in India. Understanding the evolution of public policy and examining the various components of it are essential for designing and implementing any future course of action. The policies need to be understood in a critical perspective for building on their strengths in order to design more purposeful and efficacious public interventions.

### AIMS

Accordingly, this session aims to provide critical insights into the:

- Constitutional provisions pertaining to child labour
- Constitutional provisions pertaining to education
- Major recommendations of various committees and commissions
- National Child Labour Policy 1987

### METHODOLOGY

- Lecture-cum-discussion

### OUTCOMES

- Critical appreciation of the existing public policy pertaining to child labour in India.

### COMPETENCIES

- Internalising knowledge on Constitutional provisions and National Child Labour Policy 1987

**BOX 5****CONSTITUTIONAL PROVISIONS**

India follows a pro-active policy in the matter of tackling the problem of child labour. The Constitution of India has adopted the following articles, which reflect the nation's concern for children in general and child labour in particular:

***Article 23: Prohibition of traffic in Human Beings and Forced Labour:***

Traffic in human beings and 'begar' and other similar forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with law.

***Article 24: Prohibition of employment of Children in Factories etc.:***

No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any hazardous employment.

***Article 39 (e) and (f): Certain Principles of Policy to be followed by the State:***

The State shall, in particular, direct its policy towards securing:

- (e) That the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength.
- (f) That children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment.

***Article 45: Provision for Free and Compulsory Education for Children:***

The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

***Article 51(c) : Provision of International Peace and security :***

The State shall endeavour to:

- (c) Foster respect for international law and treaty obligations in the dealings of organized people with one another.

## **BOX 6**

### **COMMITTEES AND COMMISSIONS ON CHILD LABOUR**

A number of Committees and Commissions on Labour have looked into the working conditions of children and made recommendations which resulted in enactment of Labour Laws having provisions aiming at the overall development of children.

#### **1929 - ROYAL COMMISSION ON LABOUR**

- Reported the prevalence of child labour in various parts of the country in the Beedi, Textile, Carpet, Match and Fire works etc.
- Paid specific attention to child labour working in the Tea plantations and recommended that owners contribute to the establishment of facilities for ensuring their minimum education.
- It recommended the legal prohibition of children below the age of ten from work and
- the entry of all the names in wage books.
- Recommended for the prohibition of children working overtime and taking work home.

#### **1944-LABOUR LEGISLATIVE COMMITTEE**

- Observed increase in the number of child labour during wartime and in the small-scale industries.
- Specific observations were made on the incidence of child labour in the Match industries of Tamil Nadu, Cement industry of Rajasthan, the Spinning industry of Kerala and the Carpet weaving in Kashmir.
- Recommended for the adoption of positive measures to wean children away from industrial employment.

#### **1979-GURUPADSWAMY COMMITTEE**

- Looked into various dimensions of child labour
- Examined status and implementation of child labour legislation and recommended for strengthening of enforcement machinery
- Recommended for the setting up of Child Labour legislation

## **VISION OF THE GOVERNMENT OF INDIA ON CHILD LABOUR**

### **VISION 2005**

- No Child will be employed in Hazardous Occupations and Processes
- Children in the NCLP Rehabilitation Centres will be mainstreamed.
- All Child labour endemic Districts will be made “Child Labour Free” Areas.

### **STRATEGY FOR VISION 2005**

- Enhance Efficacy of NCLPs
- Mobilize & Harness All Available Local Resources
- Strengthen the Education System
- Enable Community Participation for Prevention and Elimination of Child Labour
- Ensure Convergence of all Social Partners

**Source: Ministry of Labour, Government of India**

## **National Child Labour Policy, 1987**

The Salient features of the National Child Labour Policy, 1987 are as follows:

- Envisages strict enforcement of Law and Rules relating to child labour;
- Focus on general development programmes run by the government benefiting the child labour wherever possible;
- Project based plan of action in areas of high concentration of child labour engaged in wage/quasi wage employment.

In consequence to the National Child Labour Policy, the Govt of India and the Ministry of Labour started the National Child Labour Project Scheme in 1988 by establishing 10 National Child Labour Project Societies in the areas where there is hazardous child labour.

## **National Child Labour Projects: The Strategy**

- Rehabilitation of children withdrawn from work;
- Prevention of entry of children in work;
- Convergence of Services.
- Vocational Education



# 6.1 CHILD LABOUR LAWS AND ENFORCEMENT

Since legal rights are the only enforceable rights, anyone concerned with ensuring rights to the children should be conversant with the legislation pertaining to child labour and the judgements related to it.

## AIMS

- To familiarise the participants with the existing legislative provisions related to child labour.
- To develop critical understanding of judicial pronouncements on child labour.
- To understand the difficulties and intricacies of enforcement
- To situate the role of social actors towards effective enforcement

## METHODOLOGY

- Interactive discussion
- Participants are asked to share their understanding of the existing legislative framework on child labour
- These are recorded and presented in a discussion
- The discussion continues with the issues relating to the enforcement of legislation
- The trainer invites the participants to share their understanding on the existing status of enforcement
- The trainer summarises and supplements the information generated
- The trainer highlights strategies to overcome the impediments to effective enforcement

- Small groups are formed for interactive discussions on judicial pronouncements
- The highlights of the group discussion are recorded in flip charts and presented by a representatives from each group
- Critical responses are invited from the participants on each presentation
- The trainer(s) supplements these responses by offering critical views
- The trainer(s) consolidates the learning of the session.

## **OUTCOMES**

- Enhanced understanding of legislative provisions and judicial pronouncements pertaining to child labour
- Deeper understanding of different dimensions of effective enforcement of child labour legislation

## **COMPETENCIES**

- Knowledge and critical understanding of legislative provisions, and judicial pronouncements
- Critical understanding and practical experience of effective enforcement of child labour legislation

**BOX 7**

**SUPREME COURT JUDGEMENT  
ON CHILD LABOUR  
(December 10, 1996)**

- Survey the status of Child Labour within a Stipulated Period..
- Priority is to mobilize child labourers from the Most Hazardous Occupations.
- Employers will have to pay a fine of Rs. 20, 000 /-, for each child employed at his/her workplace. This will be contributed towards the child labour rehabilitation-cum-welfare fund.
- Alternative employment to be provided to parents or guardian. Otherwise, have to deposit Rs. 5,000 /- per child in child labour rehabilitation-cum-welfare fund
- Income Accruing from Rs. 25,000 /- of the child labour rehabilitation-cum-welfare fund should be given to the parent of the child labour.
- The Child labourer should not work more than six hours a day and should be granted an hour's break for every three hours of continuous work done.
- The Child labourer should be given education for at least two hours a day, at the expense of the employer.

# **STATUS OF THE ENFORCEMENT OF CHILD LABOUR LAWS IN ANDHRA PRADESH**

The Labour Department in Andhra Pradesh has identified child labour as one of the important labour issues in the state. The responsibility for the enforcement of the Child Labour (Prohibition & Regulation) Act, 1986, is entrusted to the Labour Department, and the rehabilitation programme for child labourers released from employment is being looked after by the Women Development and Child Welfare Department.

It was felt that the officials, the trade union leaders and non-governmental organizations should be sensitised about the evils of child labour and the need to eradicate child labour. The Department has conducted sensitization programmes (workshops) for the Departmental officers, trade union leaders, management representatives, the Judiciary, NGOs, and officers from the Women Development and Child Welfare Department and the Factories Departments. During 1998 to 2000 March, 7 workshops on Child Labour were conducted at various zones involving about 1525 participants.

In addition to the Central laws governing Child Labour, the state of Andhra Pradesh has a special legislation to deal with the Child Labour in shops and establishments. The Andhra Pradesh Shops and Establishments Act, 1988 prohibits employment of children below the age of 14 in any shop or establishment, throughout the state of Andhra Pradesh.

As per directions of the Hon'ble Supreme Court, in W.P.No.(e) 465 of 1986, dated 16.12.1996, a survey was conducted in April/May, 1997, in the State of Andhra Pradesh. During the survey, 7,769-child labour in hazardous occupations and 39,000 in non-hazardous occupations, were identified. Demand notices were sent to those employers who breached the Act, asking them to deposit Rs.20,000/- for every child working in hazardous occupations, in addition to prosecution.

During the last 3 years, the Labour Department has undertaken a series of enforcement actions on Child Labour, as detailed hereunder:

Sl. No.	Year	No. of Inspections Conducted	Violations Detected	No. of Child Labourers Found	No. of Prosecutions	No. of Convictions
1.	1997	41,159	15,025	40,988	11,770	5,619
2.	1998	13,018	3,011	3,051	3,011	3,594
3.	1999	18,176	2,948	5,788	1,576	857
	<b>Total</b>	<b>72,353</b>	<b>20,984</b>	<b>49,827</b>	<b>16,357</b>	<b>10,070</b>

Apart from the inspections made, the Department has adopted a unique method of utilizing the provisions under the Minimum Wages Act, 1948, to release and rehabilitate the child labourers. The Child Labourer is generally paid less than the minimum wages fixed and in cases where child labour was detected, Open Courts were held, calling for the employer as well as the parents of the child. It was made compulsory for the employer to admit the child in a school and produce the certificate, in which case the employer will be asked to pay only the difference amount in Minimum Wages. If the employer does not admit the child in a school, then 10 times penalty was imposed in addition to filing prosecution in the concerned Courts. This has worked as a deterrent for employing children and created awareness among the employers against engaging child labour.

The statistical information in respect of open courts conducted in the year 1999 in the State is as follows: (Minimum Wages Act).

- No. of Cases filed --- 9,846
- No. of child labourers --- 10,402
- Claim amount --- Rs.94,94,632
- No. of claims disposed --- 5,562
- Amount awarded including Compensation --- Rs.90,22,937
- No. of child labourers Admitted in schools --- 7,158

Thus, in Andhra Pradesh, there is a focus to eliminate child labour by enforcing Child Labour Laws, and also to rehabilitate the children by strengthening the primary education activities and scheme provisions under the National Child Labour Projects.

## 6.2 INTERNATIONAL RESPONSES TO CHILD LABOUR

There has been an increasing concern among the international community to protect the vulnerable and deprived children. Since International instruments are to be implemented by the national Governments it is essential that anyone dealing with children should be conversant with the conventions, recommendations and other legislative instruments pertaining to children and the status of their ratification and implementation.

### AIMS

Accordingly, this session aims:

- To familiarise the participants with the International Law and instruments pertaining to child labour.
- To critically examine the status of their ratification.
- To critically understand various provisions of the conventions.
- To situate the role in which the social actor can ensure the ratification and effective enforcement of the laws.
- To examine how the efforts of civil society can be mobilised and thus mould public opinion towards protecting children from exploitation.

### METHODOLOGY

- The session will be conducted through interactive lecture.
- The trainer asks the participants to share their understanding of the existing international instruments relating to child labour.
- These are recorded and presented to initiate discussion with a view to assess their existing understanding of various conventions initiated by different UN bodies.
- The trainer then supplements the requisite information especially in those areas where their understanding is found to be inadequate.

- The discussion then continues on the issues related to the status of ratification and enforcement.
- The trainer invites the participants to share their understanding on the progress towards ratification and the existing status of enforcement of those instruments that have been ratified.
- After summarising and supplementing the information shared by the participants, the trainer highlights the impediments in the way of ratification and effective enforcement of those that have been ratified substantiating with facts and figures.
- The discussion leads to identifying the role of social actors in overcoming these impediments thereby influencing and strengthening the efforts of the national government in this direction.

## **OUTCOMES**

- Enhanced awareness of various international law and instruments relating to children in general and child labour in particular.
- Enhanced understanding of the status of ratification and enforcement of various conventions and recommendations.
- Heightened sensitivity to the issues relating to children

## **COMPETENCIES**

- To gain an understanding of various international instruments relating to children.

## **THE RIGHTS OF THE CHILD: THE UNITED NATIONS CONVENTION**

United Nations Convention on the Rights of the Child (1989) is an historical achievement for children of the world. Probably this is the first UN Convention that is ratified by most countries in the world unanimously. India has ratified this Convention.

The UN Convention on the Rights of the Child (CRC), has ensured children their civil, political, economic, social and cultural rights. Article 32 on protecting children from exploitative and harmful work is applicable to all children in all situations. It defines child labour as “ work that is hazardous or interferes with the child’s education or to be harmful to the child’s health or physical, mental, spiritual, moral or social development. This implies that putting an end to child labour is not merely a question of freeing the child from harmful conditions but is also a matter of ensuring the child’s development and participation, recognising the fact that childhood is not just in the most vulnerable stage in life but also the most formative. It obligates governments, even those with scarce resources, to give priority to protection measures.

Following are certain important Articles of CRC pertaining to the rights of the child with regard to education and protection.

### **Article 27**

1. State Parties recognize the right of every child to a standard of living adequate for the child’s physical, mental, spiritual, moral and social development.

### **Article 28**

1. State Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
  - a) Make primary education compulsory and available free to all;
  - b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as offering financial assistance in case of need;



- c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- d) Make educational and vocational information and guidance available and accessible to all children;
- e) Take measures to encourage regular attendance at schools and the reduction of dropout rates.

### **Article 32**

1. State Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments. States Parties shall in particular:
  - a) Provide for a minimum age or minimum ages for admission to employment;
  - b) Provide for appropriate regulation of the hours and conditions of employment;
  - c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

## **IMPORTANT ILO CONVENTIONS WITH REGARD TO CHILD LABOUR**

ILO has provided important international instruments for dealing with the issue of child labour. Two ILO Conventions are directly related to child labour. Though these Conventions are yet to be ratified by India, many of the provisions of these Conventions are incorporated in to the Government of India Policy on child labour as we have seen earlier. These Conventions are as follows:

## **ILO Minimum Age Convention, 1973 (No.138)**

The Minimum Age Convention, 1973 (No.138) and its accompanying Recommendation No, 146 are the most recent and comprehensive ILO instruments aimed at the abolition of Child Labour. They are the pillars of ILO action to promote improved national policy and legislation, and in designing technical cooperation to combat child labour.

- The Convention applies to all sectors of economic activity, whether or not the children are employed for wages.
- Certain sectors may initially be excluded from application of the Convention by developing countries.
- Limited categories of work can be excluded for special and substantial problems of application.
- Exclusions and exceptions are provided for education and training and artistic performances.
- The Convention establishes that the minimum age should not be less than the age of completing compulsory schooling and in no event less than 15 years of age.
- It allows a developing country to specify initially a general minimum age of 14 years of age instead of 15.

## **ILO Convention on the Worst Forms of Child Labour, 1999 (No.182)**

ILO Convention 182 on the Worst Forms of Child Labour is a new international legal standard to protect children from some of the most extreme forms of exploitation. Unanimously adopted by all member states of the ILO, Convention 182 is the international community's commitment to end once and for all this disgrace to humanity.

The essential points of the Convention are:

- All children under the age of 18 must be protected from the worst forms of child labour
- Ending the worst forms of child labour implies an end to child slavery or servitude, child trafficking, children in armed conflicts, child prostitution or pornography; crimes committed by children, including drug trafficking; and work that harms the health, safety or morals of children.

## 6.3 ANDHRA PRADESH RESPONSES TO CHILD/ CHILD LABOUR

*“That this House unanimously condemns the practice of engaging child labour and calls upon all the citizens of the State to totally avoid engaging children in any form of work. This House further unanimously resolves that all necessary steps shall be taken to eradicate child labour in the State before the year 2004”.*

(Resolution passed in Andhra Pradesh State Legislative Assembly)

Andhra Pradesh is one of the first States to commit to combat child labour and to send all dropout children to school. To meet these challenges, the government has initiated a number of strategies and actions at all the levels of the State. All the social actors have been involved in combating child labour and sending dropout children to schools.

### AIMS

To understand goals, strategies and actions of the government, the session aims to provide critical insights to:

- Familiarise the participants with the government commitments and strategies to combat child labour
- Identify the roles that the social actors can perform to mainstream all the dropout children of the State into school.
- Examine how the efforts of civil society can be mobilised to make Andhra Pradesh a child labour free State.

## METHODOLOGY

- The session will be conducted through interactive lecture.
- The trainer asks the participants to share their understanding of existing strategies and programmes relating to child labour.
- Participants' responses are recorded and presented to initiate discussions with a view to familiarise them about initiatives taken by various partners in the State.
- The trainer then supplements the requisite information, specifically in those areas where their understanding is found to be inadequate.
- The discussion then continues on the issues of creating a child labour free State.
- Summarising and supplementing the information shared by the participants and the trainers to put the information in the right perspective.

## OUTCOMES

- Heightened sensitivity to the status of interventions in the State relating to children.
- Enhanced understanding of the status of the government's commitment on various aspects of children in the State.
- Enhanced awareness of various initiatives taken by social actors of the State

## COMPETENCIES

- Knowledge and understanding of strategies, programmes and impact of this programme relating to children

## Beyond Training Hours

- The participants would be instructed to read and prepare notes on *The Andhra Pradesh Vision 2020: The Role of Education* and the initiatives taken by social actors in the State. This would be the basis of the discussions for the following day.

## Reading I

# STRATEGIES FOR SECURING ONE HUNDRED PERCENT ENROLMENT OF DROP-OUT CHILDREN IN ANDHRA PRADESH

*“Our vision of Andhra Pradesh is a state where poverty is totally eradicated; where every man, woman and child has a access, to not just the basic minimum needs, but to all the opportunities to lead a happy and fulfilling life; a knowledge and learning society built on the values of hard work, honesty, discipline and a collective sense of purpose.”*

*“Education is the key to achieving this. My government is committed to universalize elementary education and adult literacy by 2005. In view of the importance attached to this goal, it is intended to bring a legislation making school education compulsory till class 10. To meet the above task, government is launching a programme to set up educational institutions on a scale unprecedented in the history of the State. The programme will ensure one primary school within three kilometers and a high school within five kilometers.”*

*“A girl-child protection scheme has been launched with a view to protect the girl-child and to encourage girls to attend schools and get educated.”*

**The inaugural address of the Governor of Andhra Pradesh Dr.C.Rangarajan, to the Andhra Pradesh State Legislative Assembly on 15th February 2002.**

The Secretary, Education Department, Government of Andhra Pradesh and the State Project Director, DPEP had conducted a meeting for all the Project Directors of the NCLPs, reviewed the existing project and requested them to prepare an Action Plan which involves both the Education Department and the NCLP.

The districts involving both National Child Labour Project and DPEP functionaries selected the mandals and prepared the action plans to be implementation on a mutual support basis. The mandals were selected keeping the following aspects in view:

- 1) Density of Child Labour
- 2) ST concentrated mandals
- 3) Proximity for implementation
- 4) Co-operation of mandals staff.

The following strategies were planned to implement the programme for achieving 100% enrollment and mainstreaming child labourers in the age group of 8 to 14 years.

- 1) Strengthening the District Level Committees by introducing more institutions and persons who are interested in rendering the services voluntarily.
- 2) Formation of core committees at the habitation level and mandal level. Each mandal level officer and service units are to adopt one habitation to identify, motivate and enroll child labourers into school. Involving unit officers of all developmental departments, NGOs, Mothers Committees, Youth organisations, peoples representatives, SC, ST and self help groups.
- 3) Identification of 2 or 3 mobilisers per mandal. The mobilisers must be having SSC as minimum qualification and should be well versed with mobilisation skills.
- 4) Sensitisation campaigns at mandal, village and habitation level by conducting Kalajathas, habitation meetings, door-to-door motivation campaigns, rallies and padayatras etc.
- 5) Putting up signs endorsing the symbol of child labour as a social stigma that needs to be eradicated, on the doors of houses employing child labour.

- 6) Conducting meetings involving officers of the Labour Department and the Police Department to warn the parents of child labourers about the possible action that can be undertaken against them for not sending their children to schools.
- 7) Conducting Balamelas to motivate children to go to school and to create an atmosphere which is conducive to learning.
- 8) Conducting Kalajathas involving old students with themes on the:
  - Importance of education and child rights
  - Role of parents in building carrier of children
  - Impact of bonded labour on the life and growth of child.
  - Importance of girls education
  - Effects of illiteracy in the society, family and on the individual
  - Early marriages and their effects on women's life
- 9) Organize follow up campaigns after Kalajathas to conduct motivational meetings in groups and at the family level to identify child labourers and to motivate parents to educate their children.
- 10) Operate day schools for the dropouts and children who are not yet enrolled in schools. Day schools will be run in the village and a minimum of 30 out-of-school children will be identified.

### **Residential Bridge Camps**

Out-of-school children and older children will be brought to the Residential Camps. Classes will be conducted to provide minimum levels of learning, in order to mainstream them into regular schools. Residential schools can be conducted for 100 children. Special girls camps will also be organised so as to meet the specific needs of the girl child. Transit camps are to be conducted for one year so as to provide the child with adequate academic and mental preparation to attend regular schools.

## **Monitoring and Feedback**

The Project Director and the Field Officer of the National Child Labour Project are to plan their program in such a way they can visit each school atleast twice a month to ensure effective monitoring of the schools.

Mandal Education Officers (MEO), Assistant Labour Officer (ALO), Mandal Resource Person (MRP) will be visiting the schools to give suggestions to the teachers and offer their remarks to the project for improved implementation. MEO, Mandal Parishad District Officer (MPDO), Mandal Revenue Officer (MRO), local Headmaster, will also visit the schools to boost up the morale of the teachers and the students.

## **Training the Instructors**

A 7-day training session will be conducted in July, to prepare them academically and mentally for the ensuing year.

A Second training session will be conducted for the teachers during October / November, to provide special coaching to prepare the children to attend a regular school.

## **Evaluation**

Monthly Unit Tests, Quarterly, Half-yearly and Annual tests will be planned and conducted. The progress is noted in the cards. Weak students are identified and special efforts are made to bring them on par with others.

## **School Committees and Self Help Groups**

Since these groups are organised and motivated to participate in the development programmes, village child labour committees can be formed having representatives from the DWCRA, Self Help, Youth and Mothers Committees. This committee will be responsible for the following activities:

- 1) Identification of child labour
- 2) Co-operation in getting accommodation for children in schools
- 3) Identification of Instructors
- 4) Checking for regularity and proper maintenance of mid-day meals



- 5) Control of absenteeism
- 6) Control of activities on important days.

### **Mainstreaming of Children**

It is necessary to have a minimum attendance of one year in the school to the child to adjust to the school environment, teaching-learning procedures and to be tuned to a regular school system. Special methods are to be administered to make the children interested in studies and to improve their living standards.

After one year the dropouts of the 3rd, 4th and 5th class are prepared for the 6th class admission by adopting bridge course models of open basis school society books. Efforts are also made to prepare the children to gain admission in the Andhra Pradesh Residential schools.

## Reading II

# SELECTED INITIATIVES OF THE TRADE UNIONS IN ANDHRA PRADESH

- Informal consultations through separate meetings with all the six major unions in their offices.
- Two-day workshop of all the state level office bearers of the six unions.
- Involvement of the Labour Minister, Principal Secretary to Government, Labour Commissioner and other Senior Officials of the Labour Department in the deliberations of the two day workshop and to highlight the support of Government in the programme.
- Involvement of the ILO's South Asian Advisory Team (SAAT) specialists for providing their expertise in conducting the workers' activities.
- Through the initiatives of the ILO's Andhra Pradesh State Based Project for the Elimination of Child Labour, six major unions, namely, the All India Trade Union Congress (AITUC), the Bharatiya Mazdoor Sangh(BMS), the Center of Indian Trade Unions(CITU), the Hind Mazdoor Sangh(HMS), the Indian National Trade Union Congress(INTUC) and the Telugu Nadu Trade Union Congress(TNTUC), joined hands to form the Andhra Pradesh Federation of Trade Unions for the Elimination of Child Labour (APFTUCL).
- Election of the office bearers from among the state level leaders of all the six unions in a special meeting convened in the ILO office.
- Registration of the federation of trade unions.
- Development of the project document by holding series of separate and combined meetings with office bearers of all the six trade unions and the Federation of trade unions.
- To undertake the implementation of minimum wages as a strategy to end child labour.

- Consultations with the national leaders of the Central Trade Unions like Mr. Sanjeeva Reddy, Mr. Mittal and Mr. Lakshma Reddy.
- Consensus on the nomination of the Trade Union representatives to the Project Steering Committee (PSC) by rotation.
- Active participation of the trade unions in the PSC proceedings and other forums on child labour.
- The APFTUCL held the state level trade union leader's Training of Trainers programme on child labour.
- Mobilizing the leaders from all the Central Trade Unions Mr. K.L. Mahendra, AITUC, Mr. Sanjeeva Reddy, INTUC, Mr. Mittal, HMS and Mr. Varadarajan, CITU, to address the trade unions
- Participation of the Labour Minister in the training programme, which conveyed the Government's support in eliminating child labour.
- Inauguration of the federation office by the Labour Minister.
- Launching activities by all the trade unions in the focus districts.
- Interaction with the employers' groups in the PSC and outside.

### Reading III

## **EMPLOYERS' INITIATIVES ON CHILD LABOUR IN ANDHRA PRADESH**

- Mobilization of 22 employers' organisations to work on child labour.
- Formation of the Consortium of Employers' Associations for the Elimination of Child Labour (CEASE Child Labour).
- Election of office bearers and the registration of the Consortium as a Society in October 2001.
- 12 Associations representing the Executive Committee of the Consortium which comprises of the President, the Senior Vice President, 5 Vice Presidents, the General Secretary, 3 Organizing Secretaries and the Treasurer.
- Developed the Project Document to take action against child labour.
- Seedsmen Association taking the lead in sensitising their members and to stop the employment of child labourers in the seed producing companies and the seed farms.
- Seedsmen Association's decision to work towards total elimination of all forms of child labour in Bhuthpur mandal.
- Seedsmen Association contributing funds to the programme.
- Convergence of the work on child labour, with the employers and the government. The Education Minister opens a bridge school in Bhuthpur and the Seedsmen Association mobilizes parents of child labourers and the farmers to release child labour and admit them into schools.
- Employers' Federations and Business Associations joining the efforts against child labour.
- Focussed work by the Hotels Association, Beedi Manufacturers Association, Leather Product Manufacturers Association, Auto Technicians Association and Seedsmen Association in the specific sectors where children are employed.

- Development of Communication tools for raising awareness of employers on child labour.
- Identification and designation of one key person in each association as the focal point on child labour.
- Capacitating and enabling the focal points to sensitise others on the issues of child labour.
- Sensitising 9,000 employers on child labour.
- Sensitising 2000 Human Resource Professionals on child labour.
- Providing support to establish Bridge Schools.
- Other Multi National Corporations like Monsanto, Syngenta and IKEA showing interest in the work of the employers.
- A sensitisation symposium on child labour for members of the National Human Resource Development Network planned, conducted on 2 April 2002.
- A sensitisation symposium on child labour for the members of the National Institute of Personnel Management, conducted on 3 April 2002.
- A sensitisation workshop on child labour for the members of the Employers Federation of Southern India, conducted on 4 April 2002.
- A sensitisation workshop on child labour for the members of the Beedi Manufacturers in July 2002.
- Letterheads of the Employers Associations endorsing their message to discourage the employment of child labour. (Employers Federation of Southern India says in their letter head that employment of children is a sin)
- Employers' organisations making a statement by putting up boards and notices, declaring that they do not employ child labour.
- Upgrading the technological systems so as to replace children in the industries (Hybrid cotton seed processing units in Mahabubnagar district).
- Discussions with the suppliers, subcontractors, agents, farmers etc., to deliberate the alternatives for discontinuing employment of children (Hybrid cotton seed industry).

- Employers' Associations incorporating a clause in the agreements with the contractors and employees, stating that they do not employ children (Beedi Manufacturers Associations).
- Employers Associations interfacing with the Trade unions and passing resolutions in their associations at local level to end child labour (Nellore Rice Millers Association and Hotels Association)
- EFSI and FAPCII carrying news on child labour in their magazine

## **REVISITING THEME 6**

**Based on the issues discussed in Theme 6, can you respond to the following questions?**

1. What are the legislative provisions relating to child labour?
2. What are the factors that contribute towards the effective enforcement of laws on Child labour?
3. What is the role of the Judiciary in the area of child labour?
4. What are the important judicial pronouncements pertaining to child labour?
5. What are the constitutional provisions relating to child labour?
6. What is the constitutional stand with regard to education of children?
7. What are the important components of National Child Labour Policy 1987?
8. What are the aspects focused by various committees and commissions on the issue of children engaged in work?
9. What are the various recommendations of these committees with regard to child labour?
10. What is the role that various social actors play for effective enforcement of the ratified conventions?

11. What are the various conventions addressing the issue of child labour?
12. What is the main focus of these conventions?
13. What are the commitments and strategies of Andhra Pradesh Government to combat child labour?
14. What are the efforts of the various social partners towards realizing this commitment?
15. What are the strategies that you can adopt for combating child labour in your district?

## **Theme - 7**

### **7. EDUCATION AND CHILD LABOUR**

#### **7.1 DOCUMENTARY ON CHILD LABOUR : INTERVENTIONS OF THE MV FOUNDATION**

#### **7.2 ILO-IPEC'S ANDHRA PRADESH STATE BASED PROJECT (APSBP)**

#### **7.3 INITIATIVES OF THE ANDHRA PRADESH STATE BASED PROJECT FOR THE ELIMINATION OF CHILD**





## 7. EDUCATION AND CHILD LABOUR

Compulsory primary education is strongly advocated as an important policy measure for ending child labour. It is also a recognised fact that parents prefer education for their children. PROBE report (India) for example noted that *“this myth of parental indifference remains astonishingly wide-spread, especially in official circles, where it provides a convenient rationalisation for India’s slow schooling levels. On the contrary, the typical father and mother are very keen that their children should receive a good education”*.

Then why are so many children not in school or are dropping out without completion? It is often stated that the lack of compulsion as a policy and the poor quality of education, keeps millions of children outside schools.

However, in reality, compulsory primary education does not automatically lead to the elimination of child labour. Children work not because their parents are wicked. In many cases children are working to supplement their family’s income. In these cases the protection of the child can become a reality only by protecting the entire household. Thus, legislation for compulsory primary education cannot work in isolation. Law enforcement and socio-economic measures have to go hand in hand.

In India for example, as per the Saikia Committee Report (1997), 14 States and Union Territories in India have laws, which aim to achieve free and compulsory primary education through the local bodies. Out of these 14 States and Union Territories, Andhra Pradesh accounts for the highest incidence of child labour and Bihar accounts for the highest proportion of children out of school, as per the 1991 population census, despite the fact that these states have legislation for compulsory and free education. The state of Kerala is an exception where the effective engagement of the law with the various socio-economic measures has resulted in achieving universal primary education.

Secondly, provision of primary education alone cannot lead to reduction of child labour. In most part of the states, access to higher primary/secondary education is very limited. This is a severe problem in rural areas. Parents feel that only five

*“Literacy is a foundational feature of Kerala’s political culture, crucial in the creation of public opinion and essential to the consciousness of individual and political rights that is so conspicuous a feature of social and political life in Kerala”*

*Mass literacy in Kerala, as a whole is recent. When the state of Kerala was formed in 1956, the main priorities of its first government were land reform, food security, education and health. Land reform empowers the rural poor and helps facilitate their access to education. This was also the period when literacy spread decisively to backward districts in the state”*.

(V.K.Ramachandran, PROBE Report.)

years of education does not improve the chances of child in terms of employment or future secondary education. Even in places where it is available parents may not be able to afford the investment. Available evidences on the incidence of child labour in Andhra Pradesh show that most of the working children (over 80 per cent) are in the age group above 11 years of age. In India, the current focus is on universalising primary education (6-11) and at the same time efforts are for prohibiting hazardous child labour for those children below the age of 14.

Inadequate provisions of upper elementary education force many children to work, as there are no clear options for children in the age group 12-14. These children are falling through the crack. Thus, there is no synchronisation between legislation and programs.

Approaches to education should take into account different categories of children. There are:

1. Children who combine work and school - some who work in order to go to school;
2. Children who chose not to go to school (after 4th), as they see no relevance even though they can afford to do so;
3. Children who cannot go to school as the economic and familial pressures are too great or they have no access to school; and
4. Children with special needs, children of migrants, girl children and children belonging to ethnic minorities or tribals who reside in remote inaccessible areas.

Of these, the third and fourth categories are more vulnerable. There is need for combining other social and economic interventions to address the issue of these children. The most critical issue is to see how successful education is in helping children learn relevant skills develop a more secure life and benefit children's long term careers.

The Supreme Court rightly declared education as a fundamental right of all children while interpreting Article 21 in *Unni Krishnan J.P. Vs. State of A.P.*, reported in 1993 ISCC 645 = AIR 1993 SC2 178. This interpretation of the Supreme Court conforms to the international understanding as enshrined in various conventions and recommendations. The moral and logical basis of education as a fundamental right is that education enables a person to lead a meaningful and constructive life.

Despite the importance given in these instruments, the society has failed to provide free and compulsory education to all the children. To meet the challenges, the Government of Andhra Pradesh has framed a vision and mission to get all the children of school going age into school. It is imperative of all those concerned

with the problem of child labour that they realise the implications of this important policy decision of the Government and work effectively towards realising this humanitarian aim, this mission and vision.

## **AIMS**

- To familiarise the participants with the vision and mission of the Government of Andhra Pradesh with regard to the education of children.
- Critically understand various components of the vision and policy.
- Identify the roles of each of the social actors for realising the vision.
- Examine how efforts from different sections of the society can be mobilised together in this direction

## **METHODOLOGY**

- The session will be conducted through interactive lectures.
- The trainer asks the participants to share briefly their perception of the relationship between education and child labour.
- The information shared by the participants are recorded and presented to initiate discussion with a view to assess their existing appreciation of the initiatives of Andhra Pradesh, with regard to providing education to children
- The trainer then shares his/her own knowledge and perception and encourages the participants to engage in critical dialogue with the trainers and among themselves.
- The trainer facilitates the dialogue to move towards a common understanding of the issues involved in the implementation of the vision and the mission.

## **OUTCOMES**

- Critical appreciation of the initiatives taken by the Government of Andhra Pradesh with regard to enrolment of children in school.
- Sensitivity to the cause of eradicating child labour

## **COMPETENCIES**

- Gain a deeper understanding of the importance of education and its role in the prevention of child labour
- Knowledge and appreciation of the various strategies of the Government of Andhra Pradesh, on providing education to children.

# **7.1 INTERVENTIONS OF THE M.V. FOUNDATION: DOCUMENTARY ON CHILD LABOUR**

There exists a number of interventions targeted for the elimination of child labour initiated by a wide variety of social partners. These efforts need to be documented with a view to share their experiences on a wider scale. Such an exercise would enable one to learn from successful and unsuccessful experiences and identify the critical determinants of successes and failures. These learnings would create the conviction and the will to eliminate child labour.

Accordingly a documentary on “Child Labour: Interventions of M.V. Foundation”, will be screened.

## **METHODOLOGY**

- Prior to the screening of the documentary, the trainer instructs the participants to view it very carefully for discovering the critical factors that led to the success or the failure of the intervention shown.
- Once the screening is over, the participants are encouraged to share their observations.
- These observations are recorded and presented for further processing in order to identify the critical factors underlying such experiences.

## **OUTCOMES**

- Enhanced sensitivity to child labour.
- Conviction and will to eradicate child labour.
- Knowledge of critical variables that determine the success and failures of such interventions.

## **COMPETENCIES**

- Capacity to critique audio-visual documents pertaining to child labour.
- Select an appropriate documentary for a given situation.

## **BEYOND THE TRAINING SESSIONS**

- The participants would be supplied with the copy of the Supreme Court judgement in the case of M.C. Mehta vs. State of Tamil Nadu, 1996 SCC 756
- The participants would be instructed to study the case and prepare notes, which will be taken up for discussion the next day.

## Reading I

# ANDHRA PRADESH AGENDA FOR THE ELIMINATION OF CHILD LABOUR THROUGH EDUCATION: 1998 - 2002

Core Activity	Tasks
<b>Advocacy</b>	
<p>1. Advocate right to protection and development of the child, particularly the girl child</p>	<p>1.1 Place rights of children on top of the state's political and policy agenda.</p> <p>1.2 Interact with and involve major political parties, influencers, policy makers, pressure groups, NGOs, youth and women's groups including, elected local body members on issues related to child labour.</p> <p>1.3 Develop information base and draft Policy Paper on Child Labour and other issues.</p> <p>1.4 Stakeholder analysis on child labour for assessment and action.</p> <p>1.5 Introduce elements in the state's microlevel planning at various levels to identify children in the work force.</p> <p>1.6 Involve local media in writing on the issue on a regular basis.</p> <p>1.7 Draft a communication strategy on Child Labour.</p>

<p>2. Advocate for coordinating actions of voluntary agencies to reach out to children in geographically isolated areas</p>	<p>2.1 Mapping of unreached children in specific geographical areas.</p> <p>2.2 Evolve a common agenda on convergence issues (Child Labour/Health/Education/Nutrition/ICDS/Environment) through brainstorming sessions at various levels.</p> <p>2.3 Strengthen functional linkages between programmes and communities by ensuring their involvement in planning, implementation and monitoring.</p> <p>2.4 Strengthen state level co-ordination mechanisms for monitoring Convergence Action &amp; Outcomes</p>
<p>3. Provide updated and consistent information regarding child rights across various communication networks/channels in the community</p>	<p>3.1 Influence elected members, youth and women's groups of various political parties to ensure child labour free and educated constituencies</p> <p>3.2 Dialogue with judiciary on protection issues to enable them to use relevant articles of CRC during various hearings.</p>



<b>Training and Capacity Building</b>	
<p>4. Integrate formal and non-formal training programmes by the content, methods, and levels of participation of all functionaries (Government and NGOs), elected women in the Panchayati Raj and Nagar Palikas, as well as community animators/ functionaries</p>	<p>4.1 Design and develop appropriate training / orientation / capacity building modules</p> <p>4.2 Training of Trainers at various levels</p> <p>4.3 Training of frontline functionaries for skill development</p> <p>4.4 Training of community groups for awareness creation (youth animators, women group leaders)</p> <p>4.5 Training of elected local body representatives for awareness creation / co-ordination for better service delivery</p> <p>4.6 Training in decentralized planning and building effective community partners to tackle the child labour problem.</p>
<p>5. Train women and other community members (in formal and non-formal groups) to use the Triple A process for planning, implementing and monitoring programmes, services and environmental resources.</p>	<p>5.1 Training of women/community members/youth/NGO functionaries in the use of PRA for planning, implementation, monitoring services and environmental resources.</p>
<p>6. Enhance capacities of children and youth as agents of change</p>	<p>6.1 Participation of children and orientation of youth/ adolescent girls on issues related to child labour vis-à-vis education.</p>

<b>Programme Design</b>	
<p>7. Develop strategies for establishing partnerships with civil society networks, including NGOs and the private sector</p>	<p>7.1 Design strategy for working with international/bilateral agencies</p> <p>7.2 Model strategy for working with NGOs, women and children activists</p> <p>7.3 Developing strategy for working and developing partnerships with judiciary and police groups</p> <p>7.4 Demonstration of alternatives for meeting prioritised needs of children.</p>
<b>Programme implementation/systems development</b>	
<p>8. Organise communities through women's and youth groups to change attitudes, behaviours and practices</p>	<p>8.1 Adapt Convergent Community Action type approach to build community capacities for reaching the unreached children.</p> <p>8.2 Study the knowledge-base, attitudes, practices at them community level to help them sustain their activities.</p> <p>8.3 Use well-researched and appropriately designed IEC material to influence behavioural changes at the community level.</p>

<b>Monitoring</b>	
<p>9. Increase community's ability to collect, analyse, and use informative data for local decision making</p>	<p>9.1 Evaluate existing monitoring ability at community level and develop appropriate monitoring format.</p> <p>9.2 Introduce community monitoring as a special intervention in the Janmabhoomi programme.</p>
<p>10. Improve existing monitoring systems through enhanced links (including feedback) with the community and community generated data.</p>	<p>10.1 Promote and strengthen village level data base on child labour</p> <p>10.2 Strengthen existing monitoring and feedback system through the field functionaries</p> <p>10.3 Strengthen surveillance system through women and youth in communities / NGOs / Panchayati Raj members.</p>
<p>11. Support measures that will strengthen the reliability and validity of monitoring data made available to civil society and government</p>	<p>11.1 Monitoring through periodic joint reviews involving the functionaries and the communities</p> <p>11.2 Monitoring of development through geographical mapping</p> <p>11.3 Monitoring through Multi Indicator Cluster Surveys and other studies</p>

## Reading II

# EDUCATION AND THE ROLE OF NGOS IN ANDHRA PRADESH

There are 100 million children in the country who do not go to schools. They are excluded from the options that come along with formal education. In other words, by not having access to regular schools, children are forced to join the ranks of the labour force as unskilled workers mostly in the unorganised sector.

The consequence is the marginalisation of these vulnerable groups who are deprived of all choices.

It is unfortunate that there is still a debate among educationists, policy makers and the NGOs on the need for the children of the poor to be sent to schools. At one end of the spectrum, there are efforts to give the children an option for going to night schools while they work during the day. At the other end, efforts are being made to provide 'alternative education' for a minuscule population of children. It is essential to arrive at a consensus on the issue of schooling for all children.

For those children who have not visualised going to school as being within their reach, the very act of going to school is an achievement. It is also unfolding a process resulting in changing the parents' attitude towards the child, and the development of the child's own personality. Thus, for the parent, the child is no longer a labourer who is to be abused and burdened with adult responsibilities and tasks, but to be sent to school. Children no longer need to work and enhance the assets and incomes for either the family or for others. Instead, with education they are now in the process of equipping themselves.

This process also signifies a break with the past and with the tradition of illiteracy. This qualitative change cannot be undermined. At the same time, there is a need to recognise that children face problems while trying to gain access to regular schools. The atmosphere at home is not conducive. The school is not ready to welcome children. The education content is uninteresting. The teacher is indifferent. Every step is a struggle for the child against many odds.

Most of the schools, strictly speaking, cannot cater to all the illiterate children in their area of operation without additional staff, if not additional accommodation. In a sense, this situation exposes the basic limitations of the government programme for Universalisation of Elementary Education. Adequate infrastructure does not exist and even if all the children were motivated to attend school, they cannot be

enrolled. However, the solution to this problem of large numbers lies not in duplicating the government infrastructure but rather in extending the government institutions and manpower.

The NGOs have a crucial role to play in bridging these gaps. To do this:

1. NGOs need to lobby for the effective functioning of schools, and for the provision of more schools.
2. NGOs must articulate the latent demand of the parents', to provide education for the children. The need is to strengthen the existing institutional infrastructure that is available.
3. The resources and experiences of NGOs who have attempted to design better schools and curriculum must be utilised to strengthen existing regular schools.
4. The NGOs must force the government to deliver its responsibilities towards children's' education. NGOs should not try to create parallel structures with their limited resources.
5. NGOs must press for the presence of all children in schools.
6. NGOs must press for the law on free and compulsory elementary education.

**Source: M. V. Foundation, Secunderabad**

## 7.2 THE ANDHRA PRADESH STATE BASED PROJECT (APSBP)

India has been one of the first countries to join the International Labour Organisation's International Programme on the Elimination of Child Labour (IPEC). This programme aims at working towards strengthening national capacities to address the problem of child labour. As a part of its strategy to increase the capacities within the country on child labour, the IPEC's Andhra Pradesh State Based Project was launched to synchronise the efforts of various social partners like the employers, the trade unions, government, the civil society network and the media, to form a state-level cohesive unit against child labour.

### AIMS

To provide information about this programme to the social partners, this session aims at:

- Providing a better understanding of IPEC and its activities at the national level and state level, especially in Andhra Pradesh.

### METHODOLOGY

- The session will be conducted through interactive discussions.
- The trainer shares the objectives of ILO-IPEC and the various interventions carried out through different social partners in India with emphasis on Andhra Pradesh.
- The trainer encourages the participants to raise questions and gain a deeper understanding about the various aspects of ILO-IPEC and the APSBP. In the process, he/she facilitates free and frank exchange of views by the participants

### OUTCOMES

- Internalisation of the aims and objectives of the programme to become effective partners in the implementation of the project.
- Clear perception of the various components of the programme and their implications

### COMPETENCIES

- To gain an understanding of the various aspects of the International Programme on the Elimination of Child Labour in different parts of the country and in Andhra Pradesh, through the Andhra Pradesh State Based Project

## **7.3 INITIATIVES OF THE ANDHRA PRADESH STATE BASED PROJECT FOR THE ELIMINATION OF CHILD LABOUR**

In order to achieve the goals set by its Conventions, the ILO has been providing technical assistance to its member countries. Since 1992, this technical cooperation has taken the form of a global mandate against child labour called IPEC, an acronym for the International Programme on the Elimination of Child Labour. ILO-IPEC is the world's largest technical cooperation programme on child labour. This programme inspires, guides and supports national initiatives in policymaking and direct action.

The IPEC's Andhra Pradesh State Based Project for the Elimination of Child Labour has made a pioneering effort in eliminating child labour by working with various stakeholders, like, the government and its agencies, NGOs, trade unions, employers' group, civil society networks and the media. It has been involved in building the capacities of organisations and institutions to undertake action against child labour. In the process it has rehabilitated over 100,000 children directly and indirectly through its work in the state of Andhra Pradesh.

The Andhra Project works towards the progressive elimination of child labour by strengthening national capacities to address the problem. It promotes the development and application of protective legislation and supports partner organisations in developing and implementing measures that aim at preventing child labour. It also works on replicating and expanding successful projects in order to integrate child labour issues systematically into social and economic development policies.

The APSBP has also done preliminary work in the country, on developing strategies for supplementing the incomes of families that have mobilised and rehabilitated their children from the work place into schools.

## **ABOUT THE APSBP**

The Andhra Pradesh State Based Project (APSBP) was conceived in 1999 out of a collaborative interface with the Department for International Development, of the Government of the United Kingdom of Great Britain and Northern Ireland and the ILO-IPEC. A Memorandum of Understanding was signed between the DFID and ILO on 23rd August 1999 for the implementation of the project.

The Government of Andhra Pradesh sees the elimination of child labour as a natural outcome of the full enrolment and retention of all children below the age of 14 in schools. The thrust of the government policy towards ending child labour therefore is to universalise elementary education (UEE) till the age of 14 and to ensure that all children get admitted and are retained in schools.

The government has taken a decision to end all child labour in the state by 2004. The government's decision was further strengthened by a unanimous resolution passed to that effect in March 2001, in the legislative assembly of the state.

### **The APSBP Strategy**

The strategy of the Andhra Pradesh State Based Project is to operate at the Macro, Meso and Micro levels of the society, and thereby implement a multi-pronged strategy to eliminate child labour.

#### **The Macro Level**

At the Macro level, the project would attempt to feed in the experiences emerging from the project to enrich government policies, programmes and other efforts. The strategy would be to work with the government in developing policies and programmes on child labour, to attain the state's vision of ending child labour by 2004.

#### **The Meso Level**

At the Meso level, the strategy of the Project would be to influence the influencers. Partners and groups within civil society who could influence government thinking and policy would be identified and their understanding of child labour, its consequences and fall-outs, both social and economic, would be enhanced. They would be encouraged and enabled to influence policy makers and decision makers.



The project has identified four groups who can influence the government on child labour. They are the trade unions, employers' organisations, civil society organisations and the media.

As part of this strategy the project has brought together six major trade unions to form a federation of unions to combat child labour in the state. The federation is known as the Andhra Pradesh Federation of Trade unions for the Elimination of Child labour and is now implementing an Action programme for the Project, in which five trade unions will undertake action in five districts of Andhra Pradesh. In each of the five districts the unions have trained 25 of their workers as Organisers and Motivators (O&M) workers. These O&M workers have formed a cadre of 10,000 field workers who would ensure that there is no child labour in their work places. The total of 50,000 workers, thus developed, would form a trade union force against child labour to be called the Informed Work Force (IWF).

The project has also facilitated the formation of the Consortium of Employers' Associations for the Elimination of Child Labour (CEASE Child Labour), which is a body of twenty two state level employers federations, sectoral business associations and human resource professionals' associations to combat child labour. CEASE child labour is taking up activities to sensitise the actual employers whose members employ child labour. This is being done through the 22 employer bodies. They would support the government measures to universalise elementary education and the governmental efforts for total elimination of child labour by 2004.

In the case of Civil Society Organisations (CSOs), a network of CSOs including non governmental organisations, rotary clubs, youth groups, women's groups, lions club, religious groups, trade unions, employers organisations, professional groups, media, cultural organisations, Panchayat bodies etc. was formed at the state level and in districts. Through this network, the CSOs would collectively work on child labour, bring new groups to work together, undertake collective campaigns on child labour, influence the policies etc. Their capacity to influence government would be augmented through this joint effort.

### **The Micro Level**

The third level of the strategy would be at the grass-roots level or at the Micro level. The project seeks to develop and implement replicable pilot interventions at five pilot areas in the state. These interventions would form an important experiential input in influencing government policy at the Macro level and in influencing the influencers at the Meso level.

The project at Micro level focuses on five sectors or issue-based interventions. The main issues or sectors would be:

- Preventing child labour
- Providing additional income opportunities to the families of child labour.
- Sensitisation and capacity building towards eliminating child labour.
- Creating awareness on child labour.
- Developing a model Participatory Monitoring and Evaluation system for child labour projects.
- The project will focus these five sectoral strategies in four pilot areas, Hindupur, Kuppam, Markapur and Visakhapatnam city, where the set of five interventions are being implemented through strong local NGOs.

Another strategy, focussing on the special concerns of girl child labour is being implemented in Maldekal and Thadur mandals of Mahabubnagar district where there is a large presence of girl child labour particularly in the hybrid cotton seed farming.

An Integrated Area Specific Approach against hazardous and exploitative forms of child labour (IASP) is under implementation in the Markapur region of Prakasam district in the state, which has child labour working in the slate mines and factories.

The IASP, which has been under implementation in Markapur, since October 1999 has been successful in changing the mindset of the communities towards child rights in general and towards child labour in particular. There is greater parental and community awareness on childrens' education. Consequently, enrolment levels in the pre-schools and primary schools have increased considerably and the enrolments in the schools have been exceeding the actual capacity of the schools in all the villages of Markapur. In some villages, the communities have even sought for expanding the schools and providing additional teachers.

Due to the increased community and parental awareness on school education, the Transitional Educational Centres(TECs) where bridge course education is provided to children withdrawn from work, are being utilised fully. The drop out rate of children in primary schools and TECs has come down significantly.

## REVISITING THEME 7

**Based on the issues discussed in Theme 7, can you respond to the following questions?**

1. In what ways can you relate schooling to child labour?
2. Do you think Child Labour can be eliminated through providing compulsory elementary education?
3. What are the components of the Andhra Pradesh Government's vision to ensure enrolment of all children of school going age in school?
4. What are the core activities of the Andhra Pradesh Agenda for the elimination of child labour?
5. What are the efforts of various NGOs in Andhra Pradesh for imparting education to children?
6. What are the aims and objectives of ILO - IPEC?
7. Do you know some of the activities initiated by ILO-IPEC at the national level?
8. What are the strategies adopted by ILO-IPEC to eliminate child labour in Andhra Pradesh at:
  - i. Micro Level
  - ii. Meso level and
  - iii. Macro level
9. How can you support the activities of ILO - IPEC - APSB Project?

# Theme - 8

## 8. PREPARING FOR THE FIELD

### 8.1 GUIDELINES FOR FIELD WORK

### 8.2 FEEDBACK FROM FILED WORK



## 8. PREPARING FOR THE FIELD WORK

The training imparted so far has focused on the following:

- Developing sensitivity to the problem of child labour
- Explaining the various dimensions of the problem
- Exposure to the existing national and international policy responses to combat child labour.

The participants should be able to effectively integrate their learnings with their experiences while working in the field, so that they become effective trainers. The fieldwork is, hence considered as an integral component of the training programme. Accordingly the participants will be taken for a field trip to an unannounced site where child labourers are employed. This session is to prepare the participants for doing purposeful fieldwork.

### AIMS

- To prepare the participants for fieldwork
- To relate the classroom experiences to the field realities

### 8.1 GUIDELINES FOR FIELD WORK

- The participants should maintain sobriety in their dress and behaviour and have no inhibition while interacting with the child labourers and their family members
- The participants should try to reach the place at an appropriate time, so as to conduct informal conversations with the parents and the children, keeping in mind the working schedules of people in the locality.
- While the children and the parents are working, the participants should make mental observations. They should not record their observations while interacting with the children

- The participants should go in small groups to different places as far as possible.
- The participants should talk to the children and their parents one at a time, if possible.
- Children and their parents should be made to feel at ease throughout the interaction.
- They should not scowl at the appearance of the child labourers and their surroundings.
- They should observe non-verbal cues and signals during their interactions with the children and their parents.
- It is necessary to be spontaneous and natural while interacting with the children and their parents.
- It is important to ensure that the interaction takes place in the absence of their employers/contractors as far as possible.

## **METHODOLOGY**

- The trainer provides information regarding the arrangements made for the fieldwork.

## **OUTCOMES**

- Exposure to field realities, and further relating this with their conceptual understanding of child labour issues.
- Enhanced sensitivity to the issue of child labour.

## **COMPETENCIES**

- The trainer should be aware of field realities
- Ability to relate field experiences to training requirements

**THE TRAINER SHOULD ASK THE PARTICIPANTS TO FRAME QUESTIONS BASED ON THE FOLLOWING:**

1. Factors responsible for child labour;
2. Socio-cultural impediments for not sending children to school;
3. Sources of livelihood and survival strategies of people;
4. People's perceptions about child labour; and
5. Employers' perceptions about child labour.

## **8.2 FEEDBACK FROM FIELD WORK**

Despite the guidelines and the training undergone so far, the participants are likely to observe phenomena and incidents in the field in different ways. This is because they may have a different value system and frame of mind. By sharing their observations and experiences in the field, the collective criticisms will help the participants fine-tune their value system to be more empathetic to child labour. At the same time this process would sharpen their skills such as:

- Observation
- Communication
- Presentation
- Feedback Exchange

### **AIMS**

Accordingly this session aims at:

- Drawing insights from their field experiences.
- Identifying different components of meaningful experiences
- Relating field experiences to training
- Developing sensitivity to one's own values relating to child labour



## **METHODOLOGY**

- Experiential learning
- The trainer invites the participants to share their field experiences by each field team
- The trainer leaves the choice to the participants to decide when to speak.
- At the end of each presentation, the trainer solicits the participants to give their comments on the presentation made.
- This process continues till all the participants share their field experiences.
- The trainer then provides his/her own observations and consolidates the learnings of the session

## **OUTCOME**

- Intensification of sensitivity towards child labour
- Sensitivity to their own values in relation to child labour

## **COMPETENCIES**

- Skills to relate Field experiences with Training
- Skills to internalise the processes of observation and presentation.

# Theme - 9

## 9. MULTI - PRONGED STRATEGIES TO COMBAT CHILD LABOUR

### 9.1 SUCCESS STORIES

- 9.1.1 Mass Mobilisation for a Child Labour Free Society:  
The Experience of Ranga Reddy District
- 9.1.2 Food Security and Child Labour :  
The Markapur Experience
- 9.1.3 A Step in the Right Direction :  
The Experience of Bala Jyoti in Hyderabad
- 9.1.4 Summer Schools : Mainstreaming Children  
in the Formal Schools in Andhra Pradesh
- 9.1.5 Efforts to Create Child Labour free districts :  
A Case of Srikakulam
- 9.1.6 The Vailpur Experience in Achieving 100% Enrolment



# 9. MULTI-PRONGED STRATEGIES TO COMBAT CHILD LABOUR

Having obtained the relevant skills and knowledge, the participants are expected to be competent to evaluate and appreciate various strategies of eradicating child labour.

## AIMS

Accordingly, this session aims at:

- Informing the participants of various strategies, which have been formulated and implemented.
- To make a critical assessment of the strategies with regard to their efficacies in solving child labour problem

## METHODOLOGY

- Interactive Lecture
- The trainer invites the participants to share their existing knowledge and understanding of various strategies that have been formulated and implemented for prevention and elimination of child labour.
- The trainer supplements the information provided by the participants wherever necessary and records them on the board.
- The trainer classifies different strategies on the basis of various components such as economic, educational, etc.
- The trainer explains how the convergence of these components of the strategy leads to their efficacy and how they become ineffective when these components are not integrated.

## OUTCOME

- Ability to critically assess the existing strategies for their effectiveness.

## **COMPETENCIES**

- Thorough knowledge of various strategies and the status of their implementation towards prevention and elimination of child labour.
- Ability to critically assess the impact of various strategies.

## **BEYOND THE TRAINING SESSION**

- The trainer distributes readings on various strategies related to child labour eradication in Andhra Pradesh.

### **Reading I**

# **STRATEGIES ADOPTED BY THE ANDHRA PRADESH GOVERNMENT TO COMBAT CHILD LABOUR**

## **I. Prevention of Child Labour**

- Focus on pre-school education / Early Childhood Education.
- Recognising the Anganwadi centres as Pre-school centres.
- Children of 3-6 years of age are introduced to joyful education and inculcate a school going culture.
- Enrolling children of 5-6 years of age directly in primary schools.
- Admission provided at any period of the academic year in primary schools.
- Strengthening of primary schools in terms of providing additional classrooms, more teachers, better equipment etc.
- Creation of Village Education Committees to bridge the gap between the community and the school.
- Providing training to school teachers, Anganwadi workers, and others on child labour issues.
- 630 Additional centres by DPEP to cater to the needs of drop out children and late enrollers.

## II. Withdrawing Child Labour from Work

- Enforcement of Child labour laws through the Labour department, Police department, revenue authorities, factory and industrial departments.
- Awareness generation programmes on the ill effects of child labour and on the positive effects of schooling.
- Organising Kalajathas, cultural programmes to spread the message on compulsory schooling and on the eradication of child labour.
- Organising training programmes to identify and withdraw the children from work and enrol them in schools/bridge course camps.
- Generating Inter-departmental Coordination on child labour issues.
- Sensitising Trade Unions on child labour issues.
- Involving various International organisations viz., UNICEF, UNDP, ILO, ACTION-AID etc., in child labour programmes.

## III. Rehabilitation of Child Labour

- 1066 schools under the NCLP, to rehabilitate 60,000 child labourers per year. Nearly Rs 20 Crores is spent for this programme. Children will be provided nutrition, books, vocational training etc. Apart from this, Rs.100 will be deposited per month in the name of the child.
- 2300 girl child labourers are rehabilitated each year through Integrated Girl Child Labour Project Scheme implemented by the Women's Cooperative Finance Corporation.
- Nearly 1,00,000 Children are provided bridge course education under the Back to School Programme by the Social Welfare Department.
- Police Department and Dr. Reddy's Foundation are rehabilitating nearly 1000 children each year in Hyderabad and Secunderabad.
- Child labour rehabilitation centres are also run by the NGOs under the Grant-in-aid Scheme by the Ministry of Labour, Government of India.
- DPEP will be establishing Shandhan shalas to provide bridge courses to non-school going children and dropouts.

## Reading II

# CHILD LABOUR REHABILITATION THROUGH THE STRATEGY OF THE NCLPS IN ANDHRA PRADESH

Government of India has been implementing the National Child Labour Projects (NCLP) in 100 Districts of the country with a view to rehabilitating child labour working in hazardous occupations and processes. The main objective of the NCLP is to withdraw children working in hazardous occupations and rehabilitate them through education in the special schools where they are provided non-formal education, vocational training, stipend, nutrition etc.

### The Process

The needs of children withdrawn from work are different from those of the normal school going children. They are generally of a higher age group and have different experiences and skills. As a result, they cannot be put into the regular schools straight away. Therefore the children are enrolled in special schools that have been initiated under the project as an interim or transitional arrangement where they are provided education through a non-formal mode. After three years of education in the special schools they are expected to reach an academic level at the fifth or sixth standard. After the children complete their special school education they are expected to join the regular schools or take up any vocation.

The other project is the prevention of entry of children into work places. As children join work mainly because of economic compulsions, the project Directors are expected to ensure, through organisations like DRDA etc. that the parents of the children are covered under various poverty alleviation and employment generation schemes. Awareness generation against the evils of child labour is yet another strategy to achieve the goal of preventing the entry of children from the workforce.

### Target Group

The target group consists of children working in hazardous occupations, who are below the age of 14. Though hazardous occupations are limited in number because of their specification in the Child Labour (Prohibition and Regulation) Act of 1986, a flexible approach is needed in identifying hazardous occupations so long as the hazardous elements in non-specified occupations could be reasonably established. However, that should not be stretched to the extreme as this could result in losing

the benefit of targeting the most deserving among these children. Our target group of children is below 14 years of age and if they are working in an occupation which adversely affects their health and psyche irrespective of whether the occupation is listed in the schedule to the Child Labour Act, or not our aim should be to withdraw these children from hazardous occupations and enrol them in the special schools, in order to enable them to join the mainstream education or take up any vocation after they cross the age of 14 years.

### **Physical and Financial Parameters**

There are two types of special schools. One school has an approved strength of 50 and the other has strength of 100 children. There is a Project Society at the district level, which is expected to oversee the functioning of the Project. The District Collector is the chairman of the Project Society and the Project Director is the Chief Executive of the Project. As the Project Director is required to oversee the functioning of the special schools and the Project Society, it is expected that the project director as a full time functionary should devote full time to the Project activities. Each of the Project Societies has been sanctioned to run a specified number of schools. These schools are managed by the project society, alternatively, the project society may run them through NGOs. The Ministry of Labour releases funds to the Project Society, who in turn, releases funds to the NGOs for running the special schools. The NGOs are responsible to the project society for this component of the work of the Project Society.

There is a set of financial parameters for staff and wages welfare inputs. While sanctioning the Project, each project is communicated the annual approved budget for each item of expenditure and the projects are not expected to spend beyond the amount specified in the approved budget. The financial parameters are indicated in the scheme, which is available with the project society.

### **NCLP Projects in Andhra Pradesh**

There are 22 National Child Labour Project Working in the State. Two more NCLP Projects are sanctioned at Mahbubnagar and Adilabad covering 1044 schools with a strength of 63,131.

The District Collector is the Chairman of the Project in the district. The Project Director is incharge of the Project. As per the Supreme Court directions the Child Labour survey was conducted. The details are as follows:



a) No. of child labour identified as per survey Under Hazardous  
And Non Hazardous Sectors: 46,769

	Boys	Girls	Total
i) Hazardous	943	6826	7769
ii) Non-Hazardous	30960	8040	39000
iii) Total	31003	14886	46769

The Government of India is releasing the funds to the National Child Labour Projects through the Chairman/District Collector of the concerned National Child Labour Project.

## Reading-III

# THE INNOVATIVE EFFORTS OF THE ANDHRA PRADESH STATE

The State Government constituted the District Child Labour Rehabilitation-cum-welfare fund-cum-National Child Labour Society. The District Collector is the Chairman. The State Government has released an amount of Rs. 21,00,000 and Rs.46,00,000 towards rehabilitation of child labourers.

Further the State Government exclusively started Integrated Girl Child Labour Project under which 2100 girl child labour are being rehabilitated in 21 Telugu Bala Mahila Pragathi Pranganam. The State Government has allotted Rs. One crore to the Integrated Girl Child Labour Rehabilitation Project for the year 1997-98. Besides this, the Government has started Rehabilitation programmes for ST girl child labour at Aarku vally (paderu) of Visakhapatnam District with a capacity of 100 children.

The following other counter-parts of the State Government are implementing Child Labour Rehabilitation as follows:

1. The North Zone Police, Hyderabad are rehabilitating 450 children.
2. By the Social Welfare Department through Back to School Programme, so far 3,00,000 children are withdrawn from work and placed in regular schools.

The Rehabilitation of Child Labour is mainly:

1. Providing free education through special schools and other agencies.
2. Providing a stipend of Rs. 100/-per month per child.
3. Providing mid day meals.

The significant feature of the Child Labour Rehabilitation Programme in the state is the integrated approach of covering education, labour, health and social welfare, NGOs etc. There are several NGOs and International agencies, which are working on child labour apart from the Government Departments like Women Development Social Welfare Department, Education Department and others. Recognising the problems and the volume of child labourers, the Government of India has also sanctioned various programmes and 22 projects under the National Child Labour Project.

It has been formally established that the only way to combat child labour is to improve the literacy rates and the educational standards in our schools and educational institutes. In addition, there is a need to consider vocational facilities for children of higher age groups so that once they leave school, they are able to find remunerative occupation.

As of now, the State is attempting to converge the activities of various Departments and take an integrated approach to child labour issues. Significant contribution has been made by the Primary Education Department in bringing a large number of Children back to school through a very concerted effort and to integrate them into normal school going activities.

There are also NGOs who are working towards removing children in rural and urban areas who are working in hazardous occupations and processes. These children are rehabilitated in regular schools. They are also working closely with the Police, employers etc. to rehabilitate these children in schools.

The Commissioner of Labour has also launched a massive programme to identify and release child labourers in different occupations by using various legal and legislative provisions available under various Acts in order to get the children out of bondage and employment and by taking punitive action against the employers too.

## Coverage Under National Child Labour Projects

	Sanctioned Schools	Number of Children	Actual Schools	Coverage Children
<b>ANDHRA PRADESH (22)</b>				
Anantpur (19/1900+22/1100)	41	4000	40	2000
Chittoor	40	2000	40	2000
Cuddapah	40	2000	40	2000
East Godavari(Jaggampet)	40	2000	40	2000
Guntur	20	1500	29	1500
Hyderabad	70	12600	189	22099
Karimnagar (40+10)	50	2500	34	1700
Khammam (17+10)	27	1350	27	1350
Kurnool (48+45)	93	4650	93	4650
Medak (40+10)	50	2500	37	1850
Nalgonda (13+10)	23	1150	13	650
Nellore (10/1000+10/500)	20	1500	22	1250
Nizamabad (17+17)	34	1700	30	1413
Prakasam(Markapur)	20	1000	16	1000
Ranga Reddy (30+40)	40	3500	30	1500
M.V. Foundation	25	2500	25	2619
Srikakulam	40	2000	40	2000
Vizianagaram	40	2000	40	2000
Visakhapatnam (40+30)	70	3500	70	3500
Adilabad	40	2000		
Mahbubnagar	40	2000	40	2000
Warangal (40+20)	60	3000	60	3000
West Godavari, Eluru	22	1100	21	1050
<b>Total Andhra Pradesh</b>	<b>945</b>	<b>62050</b>	<b>976</b>	<b>63131</b>

Source: Government of Andhra Pradesh

## Reading IV

# REHABILITATION OF GIRL CHILD LABOURERS IN ANDHRA PRADESH

Andhra Pradesh State has 16.61 lakhs of Child Labour. Given the magnitude of the problem, the Department of Women Development & Child Welfare initiated the Integrated Project for Girl Child Labour in October 1997. The APWCFC Ltd. is implementing this programme from 1997 in 23 Districts of Andhra Pradesh.

The Programme is being implemented in all the 23 districts in the State. In Hyderabad the programme centered at the Working Women's Hostel at Kushaiguda and in Mahbubnagar. In the rest of the 21 districts, the programme is centered in the Telegu Bala Mahila Pragati Pranganams (TBMPPs). A special school for Tribal Girls is being run at Arakkuvalley, Visakhapatnam District covering 100 Tribal Girls.

### **The Objectives of the Programmes**

- Withdrawing girls below 14 years of age engaged in various occupations and enrolling them into bridge course.
- Motivating the parents to send their daughters to school.
- Sensitizing the community to stop child labour practices and the need for educating the girl child.
- Creating awareness on child labour issues and child rights.
- Development of Human Resources to combat child labour and to take up rehabilitation programme.
- Building effective co-ordination with Government and Non-Government agencies for child labour rehabilitation.

## Rehabilitation Programmes

- Organise Special Camps for the girls withdrawn from child labour for a period of 10 months at TBMPP i.e. Hazardous/Non-Hazardous Industries, Agriculture Labour, Work spots etc.
- The Principal agency is the Pranganam Committee in each district with District Collectors as the Chairperson and the respective heads of the departments concerned with Health, Education, Labour, National Child Labour Project and Voluntary Organisation as members. The District Manager of A.P. Women's Co-operative Finance Corporation Ltd. will be the implementing officer.
- Efforts are made to provide nutritious food, formal education and vocational skill development for all the girls admitted into Pranganams.
- Along with formal education, the curriculum covers vital issues on Health, Sanitation, and Rights of Women & Child etc.
- Special focus on Extra-Curricular activities for the girls to inculcate self-confidence and strength in them.
- Activity based teaching and learning, with an emphasis on innovative and attractive teaching methods.
- Dissemination of information through capsules on children's rights/women's rights and Health problems.
- Finally, to protect the girl children/adolescent girls from exploitation and lead them to empowerment.
- Creating public awareness through workshops, seminars and the Media. Sensitising the community to put an end to child labour and on the need for girl child education.
- Provide residential programmes to facilitate the overall development of girls admitted in the Pranganams, located in a peaceful and healthy atmosphere.

In the year 1997-98, out of 2507 girls child labour were admitted into schools. Out of them, only 1487 completed the bridge course in the Pranganams. Among those who have completed the bridge course 1128 girls joined the Residential hostels/regular schools. An amount of Rs. 1crore was spent for the purpose.

Similarly, in the year 1998-99 out of 2507 were admitted into bridge course only 1985 have completed the course. Out of these girls 1621 were admitted in the regular schools.

12 Regional workshops were conducted, in collaboration with UNICEF, to sensitise the community, officials and the NGOs on issues of Child Labour with an expenditure of Rs. 1.80 lakhs.

As a part of the ongoing Girl Child Labour Rehabilitation Programme, the *BALIKA UTSAV* was conducted on the 14th- 15th November 1998. About 2000 Girl Child Labourers participated in the programme, from all over the state.

# 9.1 SUCCESS STORIES

## 9.1.1. Mass Mobilisation for A Child Labour Free Society: The Experience of Ranga Reddy District

The Ranga Reddy District Project Society has successfully demonstrated that parents irrespective of their economic status have a desire to educate their children and to give them a better future. The Society believes in building the capacity of the teachers and resource persons working in the locality, through the process of training. The resource persons have undergone the Training of Trainers Programme at the National Resource Centre on Child Labour at the VV Giri National Labour Institute, during the early phase of the project, which gave them the perspective and the ability to deal with child labour issues.

The Ranga Reddy Society, had assured the parents that their children were being looked after in the Rehabilitation centres. They had made enormous sacrifices in terms of time and money to ensure that the children continue to remain in the schools. It has developed a unique and powerful approach to deal with the twin problems of child labour and illiteracy. It has expanded to over 500 villages, and in 400 of these, every child in the age group of 5-11 is in school. MV Foundation has counted on the support of 8,000 youth, volunteers, 1,600 education activists, 1,500 government school teachers, 500 women's groups, and countless elected representatives and members of the school education committees who are actually involved in its activities. Nearly 1,50,000 children have been enrolled and retained in schools, more than 4,000 bonded labour have been released, and 168 villages are now child-labour free.

The district adopted the M.V Foundation strategies, along with the support of UNICEF, ILO and other partners. These villages felt greater pride in their children and greater sense of responsibility towards their rights. Very often social Issues like child marriage were discussed meaningfully with the community and resulted in the girls remaining in the society's schools for longer. It led to a change in cropping pattern of the cultivators and also reflected in the quality of life of the parents of child labourers.

It built up the capacity of the adult labour with greater bargaining power. Above all, with the community owning up the society's programmes, schools became vibrant institutions where the children were given their rights.

The community helped in raising awareness on the child labour issues at the village level. There were visible signs of success through the intensive mobilization of local resources and social partners. The M.V. Foundation's perspective and strategy



on child labour and education have been replicated by several other organizations in India, which are dealing with the issue of child labour. The Society's initiatives in withdrawing children from the workforce have been relevant and effective in situations varying from urban areas to remote tribal pockets, cutting across regions and cultures.

### **9.1.2. Food Insecurity and Child Labour: The Markapur Experience**

#### **Food Insecurity as A Cause of Child Labour**

Child labour begins with the high degree of insecurity of food in poor households. It is not only poverty per se, but food insecurity or the threat of food insecurity or the (at times the less than rational) fear of food insecurity that drives families to take the decision to send children to work. The threat of food insecurity drives even households which otherwise have the capacity to educate their children to send them to work instead, fearing future droughts and famines which might lead to food insecurity.

The Integrated Area Specific Approach adopted at Markapur has credited an observable impact on child labour in the area. The community's preparation and its attitude towards child labour has changed. The impact that the project has generated can be divided into five broad categories, as discussed below:

#### **(i) Better Utilisation of Existing and New Education Opportunities**

The improved utilisation of educational facilities consequent to the launching of the project is reflected in the following trends:

- (a) The enrolment rates in Class I, in the government run schools have increased substantially compared to the pre-project situation. This is because the project was successful in mobilizing parents to admit children in the age groups of 5-7, who would have otherwise remained at home and gradually drifted into work.
- (b) The dropout rate in Class V has come down significantly from 17 % to 6 %, within one year. Government-run-anganwadis set up for children in the age group, 3-5, are running to packed strength, indicating that the school-going habit among children in the early age group is picking up.
- (c) The transitional education centres (TECs) of the IPEC project are currently running with more than its targeted strength. The dropout rate at these centres is 1 % or less, whereas earlier it was 25 to 30 %.

**(ii) Improvements in the Physical, Psychological, Social and Behavioral Patterns of the Targeted Children**

The physical condition of the children studying in TECs (in terms of weight, height, ability to participate in games and incidence of diseases, etc.) is far better than that of those of the same age group working in quarries. With the provision of nourishing meals, the introduction of facilities for play and games and the inculcation of good healthy habits in the TECs -the physical condition of children in these centres has attained the level of those of other regular school - going children.

**(iii) Improvements in the Community's (Particularly Women's) Understanding of Child Labour and Child -Care**

The impact has been felt at three levels:

- (a) The practices of women engaged in childcare have undergone significant changes. They now send their children to TECs and anganwadis instead of sending them to work. Health care practices adopted by them have not only benefitted the children but has also improved their child-feeding habits.
- (b) The convergence of services is seen as an opportunity for enhancing family income. The ongoing Micro Entrepreneurship Development Programme under IPEC is the first of its kind under which mothers of the rehabilitated children have been trained in entrepreneurship development, thus providing them an opportunity to launch ventures for enhancing the family income.
- (c) Networking with an apex body consisting of representatives from all the communities is an innovative example in the action program for effective participatory action within the community, on child labour.

**(iv) Attitudinal Change Among Employers and Workers' Organisations**

Sensitization of employees under the IPEC action program is yielding results. There are two sections of employees in Markapur : the factory /industry owners and the mine /pit owners . The response of the factory owners is more positive and they are exposed to frequent meetings with government officers, enforcement officials, trade unions and NGO representatives. This is reflected in a significant reduction in the employment of children in factories, which is now less than 0.5 % compared to 9 %, a year ago. Furthermore, factory and industry owners have taken a decision to support the campaign against the employment of children. The influence of the action program in the area is also evident in the decision that emerged in tripartite meetings to display "Child Labour Free" boards in front of the factory /mines or any workplace where children are not employed. The commitment of trade unions and worker's associations is evident in the meetings, seminars and workshops held with the leaders at the grassroot-level and the parents.

**(v) Recognition by Local Government Departments of the Problem of Child Labour being a Core Issue.**

Convergence of government services is seen in the implementation of departmental programmes in the area, which are aimed at reducing or preventing child labour. There is also an indirect influence of the programs through the transformation of various sectoral services into actions against child labour. The government's sanction to different services in this area shows substantial improvements both in their number and quality during the year. The frequency of official meetings on child labour in recent times is also clearly indicative of the increasing priority given to the issue in official circles.

It is important to understand that the impact explained above could not have been achieved, if the children targeted under the program had not been enrolled and retained in the TECs, both of which (enrolment and retention) were made possible primarily because of the food security-net-that the project provided.

Finally, the Markapur experience shows that provision of food security itself does not guarantee the elimination of child labour. While food security is an important and necessary condition for ending child labour, it is not a sufficient condition for achieving these objectives. The success of Markapur lies as much in the importance that it gives to providing food security directly and to the indirect outcome of the project having brought about an increasing future supply of foodgrains in the area, as could be perceived in the integrated set of interventions described above. Any provision of food security as part of a strategy directed at eliminating child labour should be coordinated with a set of other interventions, including community mobilization, sensitization, quality education etc.

### **9.1.3 A Step in the Right Direction: The Experience of Bala Jyothi, Hyderabad City**

The Bala Jyothi Programme - a state-level initiative of the National Child Labour Programme - has replicated the MV Foundation's Programme in its strategy. Initiated in 1995, this programme aims at eliminating child labour in Hyderabad city and enrolls the children in schools. The incidence of child labour is high in the city, and the street children are conspicuously working. The *Bala Jyothi* Programme has successfully mobilized communities around the issue of child labour and education.

Full-time formal schools up to Class 5 have been set up on localities where there is no school to cater to the demand that has been created. Education volunteers from the community have been trained to run the *Bala Jyothi* schools. Where existing government schools do not function well, the programme helps in revitalising and supporting them by providing additional education volunteers and small grants for improving their infrastructure.

To date, 169 *Bala Jyothi* Schools has been set up in Hyderabad, catering to 25,000 children. The phenomenal success of this programme has demonstrated to the government that there is an enormous demand for education, which cannot be met by the existing educational infrastructure. The need to invest extra resources in education has become apparent. The *Bala Jyothi* Programme has also shown that the MV Foundation model, which has been developed in a rural setting, can be applied with equal success in an urban context.

#### **9.1.4. Summer Schools: Mainstreaming Children in the Formal Schools of Andhra Pradesh**

Summer Schools are bridge courses for children who are in the age group of 6-8 years and who are out of school. These schools function during the summer vacations in the local formal school in each village. A Summer School can be started in any village where there is a minimum of 20 children in the 6-8 years age group. The children are mainstreamed into the formal school after they are assessed at the end of the course. If some children cannot be mainstreamed at the end of the course, then the Summer School continues to operate till these children are prepared. The teacher at the school is a para teacher called Vidya Volunteer. During the summer vacations of 1999, a total of 16,412 schools were set up which covered more than 4 lakh children.

#### **Origin / Rationale**

Andhra Pradesh has taken up several initiatives to improve access to primary education. However a large number of children in the 6-11 years age group remain out of school. Most of these children belong to the backward classes, scheduled castes and scheduled tribes. These children are either working in the organised or the unorganised sector. Some of them work in their own homes and are contributing to the economic activities of their families.

The statistics on enrolment and retention show that a large number of children drop out-of-school at the Class II and III levels.

A strategy was required to tackle the problems of both non-enrolment and dropouts and bring back all children in the age group of 6-8 years to school. The Summer School strategy was implemented from May 1999.

#### **Coverage**

A total of 16,412 Summer Schools were operational, covering 4,12,950 children.

## **Operational Norms**

The scheme is implemented in all habitations where there are formal schools and yet there are children out of school. A volunteer teacher is deployed for a minimum of 20 children. An additional teacher is provided when the number of children is more than 40.

## **Characteristics**

The Summer School is a full day, non-residential school, operational during the summer vacations for approximately 60 days. If there are children left un-enrolled, the Summer School will remain open until 15 August to ensure that all children are enrolled in the formal schools.

The School Committee, with active DWACRA groups prepares the list of out-of-school children in the age group of 6-8 years. The headmasters of the primary and upper primary schools also help in listing out the names.

The Summer Schools operate in existing school buildings or in anganwadi centres or community halls or any other suitable accommodation that is provided by the school committee.

## **Teacher Profile**

The teacher is a local person who may be a member of the local youth group, a Vidya Volunteer, a prerak of continuing education, active volunteers of TLC or the NFE instructor.

## **Selection and Appointment**

The School Committee identifies the teacher and recommends the name to the MEO. The MEO grants the necessary permission to start the school and arranges for the training of the teacher.

## **Teacher Enrichment Training**

The teacher is given training for seven days. The district resource group of six members from each district is trained at the State Council for Educational Research and Training (SCERT) for two days. The district resource group trains the Mandal Resource Persons (MRP) as well as a group of selected formal school teachers for three days in three spells. The MRPs and teachers impart the training at the mandal level.

## **Academic Support and Supervision**

The core team of resource persons is responsible for the supervision of the summer schools. Each MRP will be allotted a number of summer schools to be supervised. The teacher and the MRPs along with the head master of the formal school have to ensure that all children at the end of the summer school are enrolled at the formal school.

## **Material for Children**

The children are taught by the 'play ways' method. In the first seven days there are a number of games and activities that are conducted as part of a school readiness programme. The officials associated with the DPEP and SCERT have developed the course content. The formal school textbooks for classes I and II, the NFE programme material and the material used by the MV Foundation are used at the summer school.

### **9.1.5. Efforts to create Child Labour Free Districts: A case of Srikakulam**

The district had constituted a convergence team to enroll all the children between the age of 5 and 14 in the schools and improve the quality of education in all the schools. The members of the team were Project Officer, ITD, Seethampeta; Deputy Director, Social Welfare; Project Director, NCLP; Project Director, DPIP; Project Director, DRDA; Assistant Commissioner, Labour Department; Assistant Director, Disabled Welfare; Project Director, Women Development & Child Welfare; District Medical & Health Department; M.V. Foundation & other NGOs. The strategy of the districts was opening of schools, Alternative Learning Schools (ALS)abadi, Community Awareness Programmes, opening of Residential Bridge Camps, forming string resource teams for Universal Elementary Education and involving Vidya Volunteers (VVs/Mobilisers) in habitations far away from the schools. The district had opened 92 ALS, 60 Grama Vidya Vikas Kendras (G.V.V.Ks) were upgraded into Regular Primary Schools, Conducted Habitation Level Gramasabha meetings in 120 habitations and opened 10 RBC camps with 1273 children. These activities had resulted in mainstreaming of 400 children. 2600 children of 9-14 years were mainstreamed by providing hostel seats, organised back to school programme in 31 Centres for Out of School Children, Running of 10 residential bridge course camps & 1200 Out of School Children were admitted by ITDA. 40 Child Labour Special Schools were opened and 2000 children were admitted. DPEP provided Work Books, training to Instructors and mainstreamed NCLP children, created awareness programme for 25,000 women groups and self help groups. 2500 children were admitted to Class I and 7000 children were released from Sibling care. Medical check ups were conducted for 2,97,000 children. Bala Karma Vimochana Vedika (BKVVs) were formed in 26 mandals.

In this district, departments like Social Welfare, District Primary Education Programme (DPEP), Integrated Tribal Development Agency (ITDA), National Child Labour Programmes (NCLP), District Poverty Initiative Programme (DPIP), District Rural Development Agency (DRDA), Labour, Disabled Welfare, Women Development and Child Labour Welfare and Medical & Health worked closely together in making this district Child Labour Free.

### **9.1.6. The Vailpur Experience in Achieving 100% Enrolment**

Government of Andhra Pradesh is committed to provide education to all children in the age group of 5-14. To monitor the gigantic task, DPEP was identified as the nodal agency. Through DPEP, as per the instruction of the State DPEP, four mandals have been identified, viz., Renjal, Yedpalli, Nandipet and Vailpur to achieve 100% enrolment of children of the age group of 5-14 years, under the UEE scheme.

As per the instructions of the District Collector and the Chairman, DPEP, one Mandal i.e. Vailpur has been identified as a pilot basis, to achieve 100% enrolment of children in the 5-14 age group and to attain total eradication of child labour. With the sustained efforts of the intensive programmes and the closely monitored strategies, Vailpur Mandal in Nizamabad district achieved the unique distinction of being the first Mandal in Andhra Pradesh to achieve 100% enrolment of children in the 5-14 years age group. Vailpur was thus declared a child labour free Mandal on October 2, 2001.

The following strategies were followed:

- A meeting was conducted by DPEP sectorals to Mandal level officers and Teacher Association members.
- A District Level meeting was conducted at Pragathi Bhavan. The District Collector & the Chairman addressed the gathering, motivated the target group about the importance of education and the concept of universalisation of education and eradication of child labour.
- The Mandal Education Officer and Mandal Resource Persons attended the M.V. Foundation Bridge Camps for one-month, at Rangareddy District.
- An action plan was prepared by the Mandal team.
- Consciousness raising seminars called *Avagahana Sadhasulu* were conducted at the habitation level to gear up public support.

- A meeting of Head Masters and villagers was conducted to motivate dropouts and children who have not enrolled in schools and their parents, to assess the enrolment process.
- As per the survey, 398 children were identified as child labourers.
- An intensive drive was launched in the Vailpur Mandal to ensure 100% enrolment. A specific detailed action plan was prepared and strategies worked out under the guidance of G. Ashok Kumar, Dist. Collector & Chairman and under the leadership of B.R. Jagadishwar Goud, Addl. Project Coordinator, DPEP,. A team consisting of Sri P. Sudhakar Rao, Community Mobilization Officer, DPEP, Smt. G. Nirmala Kumari, Girl Child Development Officer, DPEP, Sri Prakash, Laxman, Srinivas Reddy, Mandal Resource Persons of Vailpur was dispatched to the Mandal for intensive campaign. The team stayed in the Mandal for 50 continuous days, visited each village in the Mandal frequently, conducted personal contacts with each household member, caste groups and Village Development Committees to inspire and involve them to ensure 100% enrolment of children.
- The District Collector and the Chairman, addressed all the Head Masters, School Education Committee members and Mandal Core Team Members. Collector honoured the employers who voluntarily released the children who were working as child labourers in their business.
- Mobilization drives were undertaken at the Habitation level.
- The Vailpur Village Development Committee meeting was conducted and attended by the District Collector.
- The District Collector started bridge camps for boys. On that day, around 25 children who were never enrolled/dropped out were enrolled in the school.
- At Perkit, a Mahila Pranganam Girls Residential Bridge course camp was inaugurated by the District Collector and Chairman, DPEP. A total of 76 Girl Children were enrolled.
- Kalajathas were organized by professionals to motivate the parents and children.
- “*Balakala Brindams*” were constituted to tap the talents of children in presenting cultural programmes.



- Bridge camp children staged street plays and provided inspiration to other children.
- Village Development Committees were motivated and resolutions were taken by the Grampanchayats and the caste elders not to use the labour of children in their village for any occasion. A Friday meeting was conducted with Muslim leaders to motivate them to send children to school.
- Resolutions were taken by Grampanchayats vouching their support for 100% enrollment of children in the age group 5-14 years and that they would ensure no child labour is employed in the village.
- The Vailpur Village Development Committee donated 40 steel boxes to the Bridge Camp children.
- The State Bank of Hyderabad, Vailpur branch and the Vailpur press club donated tooth pastes, brushes and soaps to children. The Additional Project Coordinator (DPEP) provided one Black & White television to the Bridge Camp.
- A Teachers convention was conducted to ensure 100% retention of the children enrolled in the schools.
- Retention Protection Committees was organized at the habitation and Mandal levels. These committees were given the responsibility of ensuring that children enrolled in schools were retained.
- Villagers have erected boards in each village, displaying the number of children in the school going age group, the number of children going to school and the number of children not attending the schools. In all the boards they have proudly written **“Children in the village who are not attending the schools as ‘0’ (zero)”**.
- Under the Andhra Pradesh Compulsory Primary Education Act, 1982, all Sarpanches have passed the resolution to ensure 100% enrollment and retention.
- The Sarpanches, District Education Officer and the District Collector on behalf of the State Government signed a memorandum of understanding, as per the conditions of the Act, to ensure 100% enrolment of children in their panchayat. The District Education Office would ensure necessary support in the form of providing facilities for the school and teachers.

## REVISITING THEME 9

**From the issues discussed in Theme 9, can you respond to the following questions?**

1. What are the various strategies, which are being implemented to prevent child labour?
2. What are the criteria for evaluating strategies?
3. What are the factors responsible for effectiveness of a particular strategy adopted with regard to child labour prevention and elimination?





# **Theme - 10**

## **10. A HOLISTIC APPROACH TO COMBAT CHILD LABOUR IN ANDHRA PRADESH**

### **10.1 DESIGNING EFFECTIVE TRAINING PROGRAMME**

# 10. A HOLISTIC APPROACH TO COMBAT CHILD LABOUR IN ANDHRA PRADESH

The pre-requisite to make significant contributions to eradicate child labour is to know the existing strategies addressing the problem in the geographical area. This session seeks to enlighten the participants on various strategies that are formulated and are implemented in Andhra Pradesh and enrich their understanding on their efficacy to eradicate child labour in the State.

## METHODOLOGY

- This session can be undertaken either through interactive lectures, group work or through panel discussions.

## OUTCOME

- To critically assess the existing strategies for their effectiveness.

## COMPETENCIES

- Thorough knowledge of various strategies in Andhra Pradesh and the status of their implementation towards prevention and elimination of child labour.
- Ability to critically assess the impact of various strategies.

## Reading I

## SUCCESSFUL STRATEGIES OF M.V. FOUNDATION, ANDHRA PRADESH

Mamidipudi Venkatarangaiya Foundation, or MV Foundation, which has its base in the Ranga Reddy district of the state of Andhra Pradesh in south India, has developed a unique and powerful approach to deal with the twin problem of child labour and illiteracy. It started its activities in 1991 when it was successful in releasing thirty children from bondage. From these small beginnings, it has grown into a complex organization employing a wide range of strategies. The programme has expanded to over 500 villages, and in 400 of these every child in the age group of 5-11 is in school. MV Foundation can count on the support of 8,000 youth volunteers, 1,600 education activists, 1,500 government school teachers, 500 women's groups, and countless-elected representatives and members of school education committees who are actively involved in its activities. Nearly 1,50,000 children have been enrolled and retained in schools, more than 4,000 bonded labourers have been released, and 168 villages are now child-labour free.

### **Mandate and Approach**

MV Foundation provides a challenging and refreshing counter to the prevailing issues of child labour and education. Denying poverty to be the main determinant of child labour, it believes that the status quo has to be challenged to a stage where there is a consensus about the norm that every child should be in school and outrage is expressed at the existence of child labour. This underlying philosophy has crystallized into the following Charter of Basic Principles that guides the organization's work.

- Any child must attend formal full-time day schools.
- Any child out of school is considered a child labourer.
- All work/labour is hazardous and harms the overall growth and development of the child
- There must be total abolition of child labour
- Any justification perpetuating the existence of child labour must be condemned.

## Strategies

A set of inter-linked strategies has been developed to achieve these objectives. The programme starts by creating an awareness and demand for education among the poor. This demand is not restricted to parents of poor children alone but includes all stakeholders such as teachers, employers of children, youth groups, women's groups, elected local representatives, district and state government officials. MV Foundation does not believe in setting up a parallel school system and in keeping with the philosophy it works towards strengthening the existing government school system.

At the core of MV Foundation's strategy for transforming children from labourers to students are the bridge camps. These are residential camps where children who have never been to school are prepared to enter the formal school system in classes appropriate to their age. For the first time these children are given a space of their own with no demands on their time and ample opportunity to learn and play. At the end of this process the working children are ready to enter the school system in a meaningful and sustainable manner. A special attempt is made to recruit girl children and retain them in the formal school system and to involve the community in developing solutions for this difficult-to-reach group.

Once children are ready to get enrolled in school, the more difficult business of keeping them in these schools begins. MV Foundation has devised a set of strategies that engulfs the school-going child from all possible angles, providing the much-needed support to prevent them from dropping out. Additional teachers - trained in pedagogy, mobilization and motivation techniques - are assigned to enable the school to cope with the influx of students who enrol as a result of the Foundation's efforts. Considerable attention is paid to create a feeling of ownership of the school in the entire village community. They are encouraged to collectively define the needs of the school, and raise the funds required to pay the salary of an additional teacher, buy furniture or teaching materials and undertake building repairs.

## A Mass Movement for Change

MV Foundation's programme in Ranga Reddy district may appear a drop in the ocean when seen in relation to the overall situation of child labour and illiteracy in India, but it is a significant drop. In a short period of time, the programme has firmly taken root in 500 villages and continues to expand. The response of the community has been overwhelming as one village after another declares itself to be 'child-labour-free' and boasts a hundred per cent school enrolment rate. The Foundation has been able to build a consensus amongst stakeholders that children must be in school and not at work.



Much of the Foundation's success in achieving that is a consequence of the active involvement of the community in the management of the programme. In every village, local volunteers have internalized and adopted the basic philosophy and asserted local ownership of the programme. The strong conviction among the volunteers has led to intensive lobbying efforts, as a consequence of which MV Foundation has been successful in conveying its message to the bureaucracy and to politicians, resulting in tangible changes in government policies and programmes. These changes are visible both at the local level, where the bureaucracy interfaces with the working child and its family, and at the level of state-wide policies.

The programme has also sparked off a ripple effect going beyond its project base in Ranga Reddy district. MV Foundation is very active in assisting and training NGOs across the country to replicate its programme strategies. It also provides support to individuals and to spontaneous grassroots initiatives aiming at bringing about change in their own areas.

The potential impact of these local efforts linking together in a movement against child labour and in favour of universal education is quite significant. While many agencies are effective in rousing mobilization campaigns and in uncovering the latest demand for education, few succeed in converting the advantage into a programme that has the potential to make a dent on child labour, education statistics as well as to influence policy.

# 10.1 DESIGNING AN EFFECTIVE TRAINING PROGRAMME

Having obtained the skills and information required for being a trainer the trainees are now prepared to use those skills and knowledge in designing training. Hence this session is geared to give them practice in designing training.

## METHODOLOGY

- Experiential Learning
- In this session the trainer's role is confined to helping the participants in designing training.
- The trainer asks the participants to list the steps involved in designing training.
- Smaller groups are formed to discuss these steps and to decide upon the various tasks involved in designing training. The trainer gives 45 minutes for this activity.
- A representative from each group makes a presentation on various aspects of designing training as discussed in their small group.
- The Trainer facilitates the discussion on the presentation and helps the groups to arrive at a comprehensive understanding of all the components of an effective training design.

## OUTCOMES

- Competence and confidence in designing training

## COMPETENCIES

- Skills and knowledge of different training systems and design. Skills to use the knowledge for designing training in any situation

## Reading I

# STEPS IN DESIGNING TRAINING

## Determine / Collect the Training Needs

Determining the needs for conducting training is an independent activity. However, in order to ensure that needs are realistically identified before designing the training programme, this has been mentioned. There are variety of methods for needs identification, but the appropriate one is to be selected considering the following aspects:

- Cost
- Desired Accuracy
- Availability of time
- Availability of expertise

Need identification facilitates determination of the gaps in skill, knowledge and abilities (attitudes, attributes, traits etc.) of trainees in a very productive manner.

If the needs have already been identified, one should collect the list before proceeding further for designing the training.

## Consolidate / Segregate Similar Needs

Out of the enormous data on training and development needs, some prioritization and consolidation is to be done. This can be done by the Trainer or jointly with the trainees. The purpose is to make viable the distinct units of training and the needs to facilitate the training design and its implementation.

## Prepare the Macro Design

At this stage, the training specifications are broadly determined for detailed planning at the subsequent stages. The important aspects to be clarified are:

- Broad learning objectives (i.e. what changes are expected as an outcome of this training?)

- The target participants
- Broad identification of subject matter (topics)
- Estimate of training duration
- Time, venue
- Budget required vs. budget available

## **Define Training Objectives**

The training objectives for a programme may be defined under two headings:

### **1. Behavioral (terminal) Objectives**

A behavioural objective should identify what the participants (trainees) will be able to do at the end of the training. These objectives may be stated using the verb “doing” (such as, saying, placing, counting, pointing out, installing, competing, stopping, solving, starting, replacing etc). Sometimes the verb “knowing’ is also used but this is considered to be a weak objective.

The behavioural objectives thus should be defined in such a manner that the outcomes are ‘observable’. It also needs to describe the conditions under which the indicators of acceptable performance makes the behavioural objectives more specific.

For writing the behavioural objectives, the following steps are suggested (on the basis of the work by D. F. Michalak and E. G. Yager):

- i) Write out the job or task that is going to be done after the training (only the main activity).
- ii) Include the quantity standards or criteria that are going to be applied to the behavioural objectives.
- iii) Include the quality criteria that will be included in the behavioural objective.
- iv) Include the situational aspect (i.e. the circumstances, constraints and the facilities etc) with which the participant (trainees) will have to perform the task/activities.

## 2. Learning objectives

These are a few objectives, which are important for the trainer to know and understand in developing and designing a training programme. These are called the learning or Intermediate Objectives.

For clarifying the learning objectives of a training programme, the basic question to be answered is “what does the participant (trainee) need to know in order to perform this terminal objective?”

### Identify/segregate the Training Objective into ‘Knowledge’, ‘Skill’ and ‘Abilities’ Components

The behavioural (Terminal) and learning objectives need be separated and segregated into knowledge, skills and abilities components for enabling the identification of appropriate trainees, inputs and selection of appropriate training methods. The six training orientations described by Lynton and Pareek will be quite useful in distinguishing between different objectives of training. In this model, ‘content’ and ‘process’ are the two extremes of one dimension (or axis); and ‘concept’ and ‘practice’ the two extremes of the other dimension (or axis). ‘Content’ indicates learning specific tasks or acquiring knowledge, and ‘process’ indicates learning how persons and machines, materials etc. function. Learning aims at abstracting, whereas learning for the purpose of improving action or on the job performance is indicated by ‘practice’.

<b>Dimension (1)</b>	<b>Dimension(2)</b>	<b>Orientation within the two Dimensions</b>
Content	Concept	Academic, theoretical, conceptual
Content	Practice	Activity, practice of skills
Process	Concept	Laboratory, process of learning change
Process	Practice	Individual development, organization development

# Theme - 11

## 11. FORMULATION OF ACTION PLAN

### 11.1 CONSOLIDATION OF LEARNING

### 11.2 FEEDBACK

### 11.3 WHAT CAN YOU DO TO PREVENT AND ELIMINATE CHILD LABOUR?

### 11.4 VALEDICTORY



# 11. FORMULATION OF ACTION PLAN

Man, before acting imagines the whole plan of action in his mind. This involves imagining all the steps involved in realizing the goal in a sequential manner in such a manner that each step leads to the other and there is no mismatch between different steps. This design or plan has to be supplemented by allocation of resources and its utilization for the realization of the output of each step leading to the realization of the final goal. The different activities are so inter linked as to involve minimum expenditure of time and other resources.

## AIM

- To provide skills for designing an effective plan of action for a trainer

## METHODOLOGY

- The trainer asks each participant to prepare
  - action plan for building on the learnings of this training programme
  - action plan for conducting training programme for the next 6 months
- The trainer invites the participants to make presentation of the action plan prepared.
- The trainer and the participants give feedback on the presentation with regard to the feasibility of the goals set in terms of time, human and other resources. Comments are also to be made whether the action plan utilises the resources available optimally

## OUTCOMES

- Commitment to action.
- Realization of the need to do anything methodically.

## COMPETENCIES

- Ability to think systematically.
- Ability to translate thoughts into plan.
- Ability to convert thoughts into action



# 11.1 CONSOLIDATION OF LEARNING

Before formally concluding the training it is desirable that the participants relive the whole learning process as an integral whole since this would help them to realise the synergy of their learnings. Hence this session aims at consolidation of the learnings

## METHODOLOGY

- Recalling individual and collective Learning
- The trainer asks the participants to recollect and write down the learning from the entire programme
- Small groups of three are formed for exchanging their notes on learning

## OUTCOME

- Internalising the learnings.

## COMPETENCY

- Ability to create conducive atmosphere for recollection of learning

## **11.2 FEEDBACK**

The feedback of the training is to be obtained specifically in relation to the following:

- Relevance of the training
- Effectiveness of the Training design
- Relevance of the topics covered
- Adequacy of the contents
- Performance of the Resource persons/trainers
- Adequacy of the training facilities
- Boarding, lodging and other logistics relating to the training Programme
- Suggestions for Improvement

### **METHODOLOGY**

- The feedback will be obtained through the following process:
- Unstructured discussion where the participants would be encouraged to share their feedback informally
- Administering structured feedback Questionnaire

### **OUTCOME**

- Reimposing trainers' faith in training for developing facilitators in the field of child labour

### **COMPETENCY**

- Ability to receive frank and candid feedback from the participants for self development and continuous growth as a facilitator

## 11.3 WHAT CAN YOU DO TO PREVENT AND ELIMINATE CHILD LABOUR?

There are number of ways in which individuals can take up the challenge of preventing and eliminating child labour. Some of the ways are:

### Through Personal Capacity:

- By not employing children in the house and by encouraging the employment of adults as domestic workers.
- Persuading colleagues /co-workers not to employ child labour.
- Persuading employers not to employ child labour.
- Encouraging colleagues/co-workers' families to send their children to schools.
- To visit schools in your locality and to ensure its smooth functioning.
- Prepare a list of families who are not sending their children to school in your locality and send the list to the National Child Labour Projects, Education Department etc. for enrolling those children in schools.
- Attend parents-teachers associations' meeting so that it becomes a vehicle to facilitate better education.
- Form local education committees to discuss educational issue of the locality and village.
- Mobilize resources to procure educational materials and aids for children
- To initiate discussions on the advantages of sending children to school instead of sending them to work.
- To initiate discussions among colleagues/co-workers during work breaks on child labour
- Exposing cases of child labourers in your locality through the press.

- To contact local NGOs and government authority with regard to child labour and take action to prevent and eliminate child labour in your locality.

### **At Places of Work:**

- To persuade the management of the establishment to resist from engaging child labour
- To prevent child labour from being employed in the factory's canteen and other places
- Prevent children from being employed in contract and sub-contract work within your establishment, through your Trade Unions, by including a clause in the contract agreement to not employ children while executing the work.
- To sensitize the management on the issue of child labour.
- To encourage the use of posters, slogans, speeches, competitions to campaign against child labour.
- During lunch and tea times one can initiate discussions on children, and their education, and persuade the parents to send their children to school.

### **Through Legislation:**

- Inform enforcement agencies about the employment of child labour in different establishments
- Help the enforcement agencies to enforce the legislation.
- Initiate steps against employment of child labour in appropriate courts

### **Through Government:**

- Become the member of District Child Labour Committees and play a very constructive role in the process of eliminating child labour.
- Campaign to make education a fundamental right and make education free and compulsory for all children below the age of 14 years.
- Develop pressure groups for effecting education policies, to improve the access to education and to increase public expenditure on education.

- Campaign for adequate resources for developing shelter, health services, nutrition, vocational training, recreation activities and counseling services for children.
- Campaign for promoting income generation opportunities for families below the poverty line
- Endeavour to the effect that the benefit of various schemes of the government becomes available to the families of child labour.
- Participate in various programmes of the government for mass awakening and make them more meaningful.
- Playing an active role in the surveys that are being conducted by the government for ascertaining the correct number of child labourers.
- Play an active role in the smooth and efficient functioning of the special schools, which are in operation for the rehabilitation of child labourers in your locality.

## 11.4 VALEDICTORY

The valedictory session may be conducted either in a formal or an informal setting

The various components of a valedictory session may include:

- Welcome Address
- Summing up the programme: Trainer(s)
- Summing up the programme: Trainees
- Valedictory address
- Distribution of certificates and mementos
- Vote of Thanks



## **LIST OF ANNEXURES**

- I. Expected outcomes for Trainers and Resource Persons
- II. The Effective Trainer
- III. Frequently Asked Questions on Child Labour
- IV. Prohibited Occupations
- V. Prohibited Processes
- VI. Model Registration Form
- VII. Model Travel Reimbursement Form
- VIII. Model Feedback Questionnaire
- IX. Trainer's Observation Guide
- X. Child Labour: A Global Estimate





# EXPECTED OUTCOMES FROM TRAINERS AND RESOURCE PERSONS UNDER IPEC-APSBP ON CHILD LABOUR

At the end of the training sessions, the trainers and resource persons must have the following competencies.

- A clear understanding about the links in the programme, for the elimination of child labour through formal schools.
- Need for social mobilisation and to generate a demand for schools.
- Need for including all stakeholders and recognizing how each one of them is vital for bringing children out of work and into schools.
- Need for developing local institutions in support of child rights and strengthening of School Education Committees (SECs) and gram panchayats on the issue.
- Need for implementing the programme based on the definition that *any child out of school is a child labourer*.
- Trainers and resource persons must be aware of all the laws that can be enforced for the abolition of child labour and he/she must also know the limitation of the existing law on the abolition of child labour.
- Trainers and resource persons must have a clear understanding of the larger role schools play in addition to giving children education.
- Trainers and resource persons must be able to conduct a budget analysis.
- Trainers and resource persons must have clarity on the respective roles of the NGO and the government.
- Trainers and resource persons must have the capacity to design a training module on the same pattern to replicate the training in their own area.

## THE EFFECTIVE TRAINER

### Trainer's Beliefs about Himself / Herself

- Flexible
- Tolerant of other viewpoints
- Curious
- Non-judgemental
- Willing to take risks
- Innovative
- Enthusiastic
- Helpful
- Encourages feedback
- Can communicate on different levels
- Can guide others constructively in developments
- Can explain in ways which others can understand
- Can acknowledge their own errors or lack of knowledge
- Interested in what others do
- Can identify where people are starting from
- Can identify outcomes and effects of development
- Finds learning fun
- Uses initiative
- Respect for others
- Optimist
- Influences with integrity
- Likes people
- Gives recognition

- Has a repertoire of alternative strategies
- Can recognize the needs of individuals
- Can always see opportunities for developing themselves further
- Willing to try something different if what they're doing isn't working
- Takes responsibility for getting their message across

### **Trainers' Beliefs About Participants**

- Everyone makes the best choice available to them at the time
- Have all the resources
- Natural learners
- Want to develop their potential
- Willing to learn
- Learn by experience and example rather than by teaching
- Need to learn
- Learn more when it's fun
- Learning takes place all the time
- Will take risks if they are made to feel safe in doing so
- Doing something always have ideas about how to do it better
- Can decide for themselves the best way for them to learn
- Everyone has some special gift
- Need to find some personal benefit to motivate to learn

### **Trainers Benefits of Being a Change Agent Model**

- Enjoys the challenge and risk
- Preparing for a changing world
- Learn a lot
- Gives permission to experiment and try out new things
- Makes job more interesting and rewarding
- Develop a wider repertoire of ways of responding

## FREQUENTLY ASKED QUESTIONS ON CHILD LABOUR

### Who is a Child Labourer ?

A person who is below the age of 14, is termed as a 'child'. A child, when engaged in work, which detracts him/her from leisure, play and education is called a *child labourer*. Thus *child labour* is a child who has not completed fourteen years of age and is working with someone with or without wages.

### What are the Statistical Estimates of Child Labour at the Global / National Level?

The statistical estimate of child labourers, between the age of five and fourteen, in developing countries is 27 crores. Out of them 61 per cent are in Asia and the remaining are in the African countries. The proportion of child labour to the total labour force is much lower in India compared to many developing countries

(Estimated percentages of economically active children between 10 and 14 years of age, 1995). According to the Census of 1991, the number of child labourers in India was around 1.13 crores. According to estimate made by some NGOs the number of child labour is between 5 crores to 14 crores.

### What are the Causes of Child Labour ?

In consequence to the industrial revolution, the practice of employing children as cheap labour along with adult labour came into being. Gradually, the practice of engaging child labour became quite common. In some occupations the work is entirely done by children.

In present times, the main reasons behind the incidence of child labour are:

- The custom of teaching children the traditional family trade
- The economic conditions of the child labour families
- Lack of free & compulsory education up to 14 years of age
- Dull and boring education

- Social acceptance of child labour by society and lack of sensitivity.
- Illiteracy among the parents and their ignorance of the consequences of children being engaged in work
- Adult unemployment
- Adults not getting minimum wages
- Non-enforcement of child labour legislation strictly
- Lack of political will and of strong determination among government officials for eliminating this practice.

### **Why do Parents send their Children to Work?**

- The parents of working children assume that the financial position of their family will improve if the children work. Hence, they send their children to work at a very tender age.
- The parents think that after all, their children will have to work when they grow up; the children will gain the skills of the trade if they begin working right from childhood. Parents cannot think of any alternative but that of engaging their children in work.
- Parents do not see any advantage in their children getting educated because of the high unemployment rate even among the educated masses. In such a situation, they don't prepare themselves to send their children to school. The parents are also not able to encourage their children to get educated.
- Parents are unable to get full time employment or minimum wages. The prevalence of low average wage incomes in families forces parents to push their children to work.
- Neither is proper guidance available to the parents nor do they have the motivation to improve the future of the children. The child's future is at stake while trying to maintain the economy of the household.

## **Why Does an Employer Prefer to Employ Children ?**

An employer prefers employing children rather than adult workers because of the belief that:

- The children work for much less wages than the adult workers.
- Children have a greater capacity of accomplishing tasks than adult workers.
- Children have the capacity to learn a job very fast and the employer derives benefit from this potential.
- The children are less prone to addictions such as chewing betels, smoking beedies, taking tea etc. whereas adult labourers are generally habituated to such addictions owing to which they repeatedly take a break and thus, neglect their job. This leads to a waste of time, which is not in the employers' interests.
- Children do not get bored performing monotonous jobs, whereas adult workers are more reluctant to do the same type of job continuously.
- By employing children, the employers are saved from the formalities of maintaining records and legal bindings and can run their business without fulfilling their obligations towards their employees.
- The children have no bargaining power and cannot form their own unions. The children are also unaware of their rights and are held unopposed to all forms of exploitation.
- By employing children, the employers exploit their families emotionally. The employer is regarded by the child's family as a paternal family who is saving the child's family from starvation by providing work to the child.
- Owing to their ignorance, children work in the most hazardous workplaces, where even adults are reluctant to work. They are unaware of the detrimental consequences of such work to their physiological and psychological development.
- The shortage of schools, dearth of committed teachers and an uninteresting education system, provides the basis for a high drop-out rate in the schools and an equally steep rise in the number of children eager to join the workforce.
- How can the children belonging to a family in which there is no adult capable of working, be withdrawn from work ?

For a long time, the general impression was that the children have to work either because of the absence of adults in their families or that adult members are unable to earn an adequate income to maintain their households at a minimum level of subsistence.

Such thinking is so deep rooted that one does not try to rise above it. The reality is that only in case of a very small number of families there is absence of adults capable of working. According to a rough estimate, the number of such families may be about one per cent. These families should be made aware of and helped under the schemes especially formulated for this purpose.



## **PROHIBITED OCCUPATIONS**

- (1) Transport of passengers, goods or mail by railway
- (2) Cinder-picking, clearing of an ash pit or building operations in the railway premises
- (3) Working in a catering establishment or a railway station, involving the movement of a vendor or any other employee of the establishment from one platform to another or into or out of a moving train
- (4) Work related to the construction of a railway station or any other work where such work is done in close proximity to or between the railway lines
- (5) A Port Authority within the limits of any port;
- (6) Work related to selling of crackers and fireworks in shops with temporary licences
- (7) Abattoirs
- (8) Automobile workshops and garages
- (9) Foundries
- (10) Handling of toxic or inflammable substances or explosives
- (11) Handloom and power loom industry
- (12) Mines (underground and under water) and collieries
- (13) Plastic units and fiberglass workshops

# PROHIBITED PROCESSES

- (1) Bidi-making
- (2) Carpet weaving, including preparatory and incidental process thereof
- (3) Cement manufacture, including bagging of cement
- (4) Cloth printing, dyeing and weaving, including processes preparatory and incidental thereto
- (5) Manufacture of matches, explosives and fireworks
- (6) Mica-cutting and splitting
- (7) Shellac manufacture
- (8) Soap Manufacture
- (9) Tanning
- (10) Wool-cleaning
- (11) Building and construction industry
- (12) Manufacture of slate pencils (including packing)
- (13) Manufacture of products from agate
- (14) Manufacturing processes using toxic metals and substances such as lead, mercury, manganese, chromium, cadmium, benzene, pesticides and asbestos
- (15) 'Hazardous processes' as defined in Section 2(cb) and 'dangerous operations' as notified in rules made under Section 87 of the Factories Act, 1948
- (16) Printing as defined in Section 2(k)(iv) of Factories Act, 1948
- (17) Cashew and cashew nut descaling and processing
- (18) Soldering processes in electronic industries
- (19) 'Agarbathi' manufacturing.
- (20) Automobile repair and maintenance, including processes incidental thereto namely welding, lathe work, dent beating and painting.

- (21) Brick kilns and Roof tiles units.
- (22) Cotton ginning and processing and production hosiery goods.
- (23) Detergent manufacturing.
- (24) Fabrication workshops (ferrous and non- ferrous)
- (25) Gem cutting and polishing
- (26) Handling of chromites and manganese ores
- (27) Jute textile manufacture and coir making.
- (28) Lime kilns and manufacture of Lime
- (29) Lock-making
- (30) "Manufacturing processes having exposure to lead" such as primary and secondary smelting, welding and cutting of lead-painted metal, constructions, welding of galvanized or zinc silicate, polyvinyl chloride, mixing (by hand) of crystal glass mass, sanding or scrapping of lead paint, burning of lead in enamelling workshops, lead mining, plumbing, cable making, wire patenting, lead casting, type founding in printing shops. Store typesetting, assembling of cars, shot making and lead glass blowing.
- (31) Manufacture of cement pipes, cement products and other related work.
- (32) Manufacturing of glass, glassware including bangles, florescent tubes, bulbs and other similar glass products.
- (33) Manufacture of dyes and dyestuff.
- (34) Manufacturing or handling of pesticides and insecticides
- (35) Manufacturing or processing and handling of corrosive and toxic substances, metal cleaning and photo engraving and soldering process in electronic industry.
- (36) Manufacturing or burning coal and coal briquettes
- (37) Manufacturing of sports goods involving exposure to synthetic materials, chemicals and leather.
- (38) Moulding and processing of fiberglass and plastic
- (39) Oil expelling and refinery

- (40) Paper-making
- (41) Potteries and ceramic industry
- (42) Polishing, moulding, cutting, welding and manufacture of brass goods in all forms
- (43) Processes in agriculture where tractors, threshing and harvesting machines are used and chaff-cutting
- (44) Saw mill (all processes)
- (45) Sericulture processing
- (46) Skinning, dyeing and processes for manufacturing of leather and leather products
- (47) Stone-breaking and stone-crushing
- (48) Tobacco-processing, including manufacturing of tobacco, tobacco paste and handling of tobacco in any form
- (49) Tyre-making, repairing, re-treading and graphite beneficiation
- (50) Utensils making, polishing and metal buffing
- (51) 'Zari' making (all processes)
- (52) Electroplating
- (53) Graphite Powdering and incidental processing
- (54) Grinding or glazing of metals
- (55) Diamond cutting and polishing
- (56) Extraction of slate from mines
- (57) Rag picking and scavenging

# MODEL REGISTRATION FORM

Name of the Organisation :

Place :

Name of the Programme :

Duration of the Programme :

Venue of the Programme :

## Particulars to be filled-in by the Participants

(Please fill-in Capital letters)

### PERSONAL PARTICULARS

Name :

Age :

Date of birth :

Sex :

### OFFICIAL DETAILS

Name of the Organisation :

Designation of Participant :

Official Address :

Telephone No. :

Fax No. :

E-mail :

### ADDRESS FOR COMMUNICATION

Telephone :

Fax :

E-mail :

Signature :

Date :

# MODEL TRAVEL REIMBURSEMENT FORM

Name of the Organisation :

Title of the Training Programme :

Training Date :

Venue of Training :

1. Name & Address: Sh/Ms. \_\_\_\_\_

Tel.No.with STD Code: \_\_\_\_\_ Fax No. \_\_\_\_\_

Basic Pay \_\_\_\_\_

2. Details of Onward Journey

Date & Time	From	To	Mode of Travel	Fare	Local Conveyance	Ticket No./ PNR No.

3. Details of Return Journey

Date & Time	From	To	Mode of Travel	Fare	Local Conveyance	Ticket No./ PNR No.

I, certify that the information given above is true, to the best of my knowledge and belief.

Signature of the Competent  
Authority

Signature of the Participant  
Date:

(To be filled in by the Training Institute)

Rail/Bus Fare Rs. ....

Local Conveyance Rs. ....

Total Rs. ....

Signature of the Dealing Staff

Passed for payment of Rs.(in words) .....

..... Rupees

Accounts Officer

Competent Authority

Received a sum of Rs. (in words) .....

..... Rupees

Signature of the Participant

# MODEL FEEDBACK QUESTIONNAIRE

Name of the Organizing Institute :

Name of the Training :

Dates of Training :

Venue of the Training :

The following questions are concerned with your assessment of the programme. Please be frank and candid in your feedback. This feedback is important. It would help us make relevant improvements in the programme as well as provide insights for individual faculty for personal and professional development.

It is not necessary to record your name or signature on this questionnaire.

Please give your response to every item, except where you may have not attended a particular session.

1. (a) The issues covered in this programme were:
 

Relevant	(    )
Only partly relevant	(    )
Not at all relevant	(    )
- (b) Explain the reasons for the choices made above
  
2. (a) List in order of priority, the sessions from which you have benefited the most:
  - (i)
  - (ii)
  - (iii)
- (b) Explain briefly, the reasons for the choices made above
  
3. Do you feel that the duration of some of the sessions was more than what was needed? Please specify.



4. Do you feel that the duration of some of the sessions was less than needed. Please specify.
5. In your opinion which of the sessions, if any, are not relevant and could be dropped from the programme?
6. What is your overall impression about this Programme? Please give your candid opinion
7. Please give your valuable suggestions for making improvements in the programme in future?
8. Various topics were covered in the last few days. Given below is the list of sessions and the names of faculty who took the sessions. Give your assessment of each session against the dimensions given in the table. Your rating may be given on the following scale:

E = Excellent, G = Good, F = Fair, P = Poor

S. No.	Topics	Coverage of the topic by the Speaker	Ability of the speaker to communicate clearly	Ability to involve participants in discussion

9. Accomodation: Kindly rate the arrangements made for:

Boarding      Excellent      Good      Fair      Poor

Lodging      Excellent      Good      Fair      Poor

10. Please mention if there are any other suggestions that you would like to make about the programme arrangements.

11. Any other comments:

# TRAINER'S OBSERVATION GUIDE

Trainer's task is to listen and observe when the trainees interact. Here are some of the questions trainers will want to keep in mind as he/she observes:

## **OBJECTIVES/GOALS :**

Are training goals clear?

How were training goals decided upon?

Was there conflict/harmony between individuals?

Is it possible to achieve the goals?

## **COMMUNICATION:**

Who speaks to whom?

Are members clarifying techniques?

Who listens to whom?

Do people listen to each other?

Who interrupts whom?

Is there congruence between verbal and non-verbal communication?

Do people pay attention to non-verbal communication?

Do members understand each other?

Do certain members seem to have more difficulty than others in understanding?

At whom do people look when they talk?

## **VERBAL PARTICIPATION:**

Do all members participate?

Do some speak more than others?

Who initiates-responds more?

Who seems to have more difficulty in participating?

Do members ask each other to participate?

Is there a relation between participation and factors such as: age, sex, race, position, etc.?

## **POWER OR INFLUENCE:**

Do opinions of some seem to have more weight than others?

Whose opinions are listened to, ignored?

Do you see connections between degrees of influence and factors such as race, sex, position, age?

How is influence distributed? Who influences whom, on what basis? expertise, position, seniority, verbosity, etc.

## **DECISION MAKING:**

How are decisions arrived at: vote, inaction, consensus?

What process preceded the decision - long discussions, many ideas vs. one idea, silences?

How satisfied are people with decisions?

What is the commitment to carry out the decision?

What issues did the group resolve/ not resolve?

Who helped influence decisions?

## **CONFLICT MANAGEMENT:**

What types of conflicts exist - ideas, actions, goals, values, etc?

Were some individuals more involved in conflicts than other?

What's the effect of conflict on the group?

How is conflicts handled- through discussions, withdrawal, voting, etc.?

How do individuals act in the conflict situations- pairing, not listening, withdrawing, confronting, postponing, harmonising etc?

What's the climate during, after a conflict situation - tense, calm, joking, etc.?

## **NORMS/PROCEDURES :**

Are norms /procedures established?

Are people aware of training norms, how are they established formally, informally, explicitly, by default, etc?

Are norms and procedures operating without being acknowledged? Are norms examined, changed?

How easy/difficult is it to change/examine norms?

Is there a process to change/examine norms? How is this done?

Is there conflict between existing norms and procedures; how is this handled; are some people more influential in setting norms than others?

## **ATMOSPHERE/CLIMATE:**

### **Openness**

Are people frank with each other?

Do they share their concerns?

Are differences confronted openly?

Are people open to new ideas, new members, and new and different ways of doing things?

### **Sensitivity**

Are members aware and responsive to the needs and concerns of others?

What feelings are expressed verbally, non-verbally?

Do members share their needs and wants?

How do others respond to expressed feelings and needs of members?

### **Freedom**

How much freedom is there for individuals to say or do what they want?

Is there an atmosphere that reinforces freedom of expression/ action or opposite; how do members maintain the atmosphere?

Is the atmosphere always the same, or changed; to what can you relate these changes?

### **Tolerance:**

Is there a climate that permits, reinforces differences?

Are differences acknowledged and accepted?

How does the group handle differences - fight, flight, conform, etc?

What behaviours maintain a climate of tolerance/ intolerance?

### **Tension/Relaxation**

Is there a climate of tensions?

Is there a climate of fun?

How do people relax or take care of each other and individually, in the group outside the group?

## **COHESION:**

Does the group seem united or divided into subgroups, pairs, and individuals?

How much interest do members show in-group and group activities?

How much loyalty, closeness, etc. do individuals show toward the group/towards each other?

Does cohesion/unity change with time, topic, etc?

Do you see connections between cohesion and factors such as age, position, sex, race, others?

What are the subgroups; are they rather permanent or changing?

When and how do subgroups form and dissolve?

## **ROLES:**

Did anyone summarize, clarify, initiate, give/seek information/opinions, etc?

Did anyone harmonize, support others, help others participate, express feelings etc?

Did anyone reinforce or confront helpful behaviour?

Are roles distributed, shared, changing or in one or two persons, same persons all the time, etc.?

## CHILD LABOUR : A GLOBAL ESTIMATE

As part of its effort to increase the knowledge base on child labour, the ILO prepared new global estimates on the overall magnitude and distribution of working children. This includes estimates on economically active children, children in child labour that requires elimination and the extent to which children are engaged in hazardous work and other worst forms of child labour.

Children at work in economic activity. It is estimated that there were some 211 million children ages 5 to 14 at work in economic activity in the world in 2000. This accounts for a little less than one fifth of all children in this age group. About 73 million working children are less than 10 years old. The total economically active child population 5-17 years old is estimated at 352 million children. The estimates show that there are no significant gender differences in the global incidence of children at work. In both the 5-9 and 10-14 year age brackets, boys and girls are equally likely to be engaged in economic activity. Only as boys and girls grow older do we observe a widening gap, with more boys working than girls. Children at work in economic activity is a broad concept that encompasses most productive activities by children, including unpaid and illegal work as well as work in the informal sector. It is, however, not the same as child labour, which needs to be eliminated as per the ILO Minimum Age Convention, 1973 (No. 138) and the ILO Worst Forms of Child Labour Convention, 1999 (No. 182).

### Global Estimates of Economically Active Children Ages 5 to 17 in 2000

Age Group	Total Population (‘000s)	Number at Work (‘000s)	Work Ratio (%)
5 - 9	600,200	73,100	12.2
10 - 14	599,200	137,700	23.0
5 - 14	1,199,400	210,800	17.6
15 - 17	332,100	140,900	42.4
<b>Total</b>	<b>1,531,100</b>	<b>351,700</b>	<b>23.0</b>

Regional distribution. The Asian-Pacific region harbours the largest number of child workers in the 5-14 age category, 127.3 million in total. It is followed by Sub-Saharan Africa and Latin America & the Caribbean with 48 million and 17.4 million, respectively. Developed economies and transition economies have the lowest absolute numbers of child workers. Seen in relative terms, Sub-Saharan Africa has the highest proportion of working children. The estimates show that almost one child in three below the age of 15 is economically active in the region. The child work ratios in other major world regions are all below 20 per cent. In Asia-Pacific and Latin America & the Caribbean the incidence is 19 and 16 per cent, respectively. In the Middle East and North Africa, it is 15 per cent.

### Regional Estimates of Economically Active Children, Ages 5-14 in 2000

Region	Number of Children (in millions)	Work Ratio (%)
Developed economies	2.5	2
Transition economies	2.4	4
Asia and the Pacific	127.3	19
Latin America & Caribbean	17.4	16
Sub-Saharan Africa	48.0	29
Middle East & North Africa	13.4	15
Total	211	18

Child Labour. Child Labour is a narrower concept than “economically active children”, excluding all those children 12 years and older who are working only a few hours a week in permitted light work and those 15 years and above whose work is not classified as “hazardous”. It is estimated that there were about 186 million child labourers below the age of 15 in the world in 2000. About 110 million were below the age of 12. Among children in the larger age group 5-17 there were approximately 246 million children in child labour. An average, more boys tend to be exposed to child labour than girls, both in absolute as well as in relative terms.



### Children in Economic Activity, Child Labour, and Hazardous Work in 2000

Age Group	Economically active Children ('000s)	Child Labour ('000s)	Children in hazardous work ('000s)
5 - 14	210,800	186,300	111,300
15 - 17	140,900	59,200	59,200

**Children in hazardous work** - An estimated 171 million children ages 5-17 were estimated to work in hazardous situations or conditions in 2000. In other words, children in hazardous work constituted about half the total number of economically active children and more than two thirds of those in child labour. A stunning 55 per cent of very young child labourers (i. e. those below 12 years of age ) were already working in a hazardous occupation or situation. Boys outnumber girls in hazardous work across all age groups. Seen in relative terms, among all children about one-half of the working boys were in hazardous situations as compared with a little more than two in five working girls.

**Children in unconditional worst forms of child labour** - In addition to the number of children in hazardous work, it is estimated that there were about 8.4 million children involved in other worst forms of child labour as defined in ILO Convention No. 182, Art. 3. This includes trafficking (1.2 million); forced and bonded labour (5.7 million); armed conflict (0.3 million); prostitution and pornography (1.8 million); and illicit activities (0.6 million).

#### Estimated Number of Children in Unconditional Worst forms of Child Labour

Unconditional Worst Form of Child Labour	Global Estimate ('000s)
Trafficked children	1,200
Children in forced & bonded labour	5,700
Children in armed conflict	300
Children in prostitution & pornography	1,800
Children in illicit activities	600
<b>Total</b>	<b>8,400*</b>

\*The total excludes the category of trafficked children because of the risk of double-counting.

## Consequences of Child Labour

### For Children

Child labour is a concrete manifestation of the violations on the rights of children across the globe. Working at a young age has many adverse and direct consequences on children.

- Children are deprived of their right to education;
- Children are deprived of their right to play, leisure and healthy growth;
- Children are deprived of their free mental, physical, psychological and spiritual growth owing to hazardous nature of their work and over work that is not compatible with their age;
- Thus, the important consequence of child labour is loss of childhood for children.

### Consuming seeds...

In rural areas farmers used to store seed grains for sowing in the next season. But owing to starvation and poverty some times the seed grains are also consumed. If seed grains are consumed it affects the future welfare of the peasant households. Children are like today's seeds for tomorrow's healthy societies. Child labour amounts to consuming the seed grains resulting in gloomy future.

## For the Community

- One of the major consequences of child labour is that it perpetuates a vicious cycle of child labour-poverty-child labour. Child labour, of course, is a symptom of the underlying problems of widespread poverty and inequality in society. It is also a cause of poverty, and in this context it becomes self-perpetuating. Children who join the work force at an early stage do so without any formal education or skills that will help them in their upward economic mobility. In most cases they are involved in monotonous and laborious tasks that doesn't provide any specific skill for upward economic mobility. Thus, when they grow up, they grow as illiterates devoid of any skills for further development. Thus, they are forced to land up in some low paid un-skilled work when they become adults. As adults they get married and produce children, they are already in a poor economic condition and are forced to send their children for work. Therefore the cycle of child labour - poverty - illiteracy - child labour.

### Vicious cycle in Andhra Pradesh

Beedi industry is spread in different districts of AP and it is one of the main sources of livelihood for people in these districts. Beedi industry is also known for large-scale employment of children in AP. A vicious cycle of child labour- poverty-child labour is operating in these areas, as child labour has been prevalent in beedi industry for more than three generations now. Thus, child labour has perpetuated poverty and child labour again and again.



























**APSB PROJECT TEAM****Dr. MCR HRD IAP TEAM**

**Shri M.P.Joseph,**  
*Project Manager,*  
ILO-IPEC-APSBP  
D-5A, Vikrampuri Colony,  
Secunderabad - 500 009.  
Phone : 040-27814762,  
Fax : 040-27814784  
e-mail : joseph@ilo.hyd.org.in

**Dr.M.Murali Krishna,**  
*Project Officer,*  
ILO-IPEC-APSBP  
D-5A, Vikrampuri Colony,  
Secunderabad - 500 009.  
Phone : 040-27814762,  
Fax : 040-27814784  
e-mail : murali@ilo.hyd.org.in

**Dr. B.Srinivasa Reddy,**  
*Project Officer,*  
(Presently at ILO Office, New Delhi)  
Ph. No. 011-24602101, Ext.: 259  
e-mail : bsreddy@ilodel.org.in

**Shri P.V.R.K. Prasad, IAS**  
Director General  
Dr. MCR HRD Institute of AP  
Road No. 25, Jubilee Hills,  
Hyderabad - 500 033.

**Shri A. Chengappa, IAS (Retd.)**  
Addl. Director General  
(Training Coordination)  
Dr. MCR HRD Institute of AP  
Road No. 25, Jubilee Hills, Hyderabad - 500033.

**Shri M.P. Sethy,**  
Joint Director General  
Dr. MCR HRD Institute of AP  
Road No. 25, Jubilee Hills, Hyderabad - 500033.  
Phone No. 040-23540857  
e-mail: sethy\_mp@hrdiap.gov.in

**Dr. C. Vijaya Raghavacharyulu**  
Project Manager  
Dr. MCR HRD-Institute of AP  
Road No. 25, Jubilee Hills,  
Hyderabad - 500 033.  
Phone No. 23548487 Ext.: (O) 201, (R) 277,  
Direct : 040-23546638, Resi.: 040-23546638  
e-mail : vijayaraghava\_c@hrdiap.gov.in