



# SECTION - I





## 1.1 Introduction

International Labour Organization (ILO) has initiated the 'Karnataka Child Labour Project (KCLP)' to combat child labour and economic exploitation among adolescents in Chamarajnar and Bidar Districts of Karnataka State to try workable models, identifying best practices with downstream service oriented activities at the community level. This three year project will be implemented through eight components. Capacity building of all the stakeholders including the important Employers' Organizations is integral to any strategy to combat child labour.

The media, consumers, investors, governments and trade unions are becoming increasingly vocal and are questioning the labour practices of business in developing countries. The mere accusation that a company is using child labour in its operations, either directly or indirectly, can lead to an immediate blow to its reputation and the threat of consumer boycotts. Such cases (like Nalli Silk and Ganesh Beedi etc) are reported in Karnataka State itself. Individual enterprises have often responded either by dismissing child labourers or by coming up with new arrangements to prevent children's direct or indirect involvement in the manufacturing of its products. Dozens of well known companies involved in international trade have adopted "codes of conduct" or "sourcing guidelines" both to deflect criticism and negative media attention and to prevent abuses. Some codes are specifically aimed at eradicating child labour, whereas others have broader objectives,

including the protection of human rights standards in the workplace or the protection of the environment. Numerous labeling schemes have also been developed for a variety of products produced in countries where child labour is seen as a problem.



Corporate initiatives to address child labour are also in part a reflection of increasing regulatory pressures which employers face. For example, the European Commission operates a Generalized System of Preferences (GSP) to regulate trade relationships. In January 1995, the Commission approved a GSP provision stipulating that preferential treatment may be suspended if beneficiary countries are found to be using forced labour, child labour, or prison labour in the production of goods for foreign markets. As of 1 January 1998, the European Commission began offering special GSP incentives to countries able to provide proof that they have adopted and enforced the standards laid down in ILO Conventions concerning basic workers' rights, including the right to organize and to bargain collectively, and the enforcement of a minimum age of employment. The United States' GSP provisions also include a link between the level of trade privileges and respect for minimum workers' rights. There have been parallel efforts in the US Congress to introduce legislation to ban the imports of products from countries and industries where child labour is used.

At the international level, there has been considerable discussion on whether global trade rules should include provisions relating to the enforcement of basic international labour standards, including a prohibition on child labour. The World Trade Organization, at its meeting in Singapore in December 1996, debated the issue of a "Social Clause", whose inclusion into international trading arrangements would result in the imposition of trade sanctions on countries that do not observe core labour standards as defined by relevant ILO Conventions. The issue was raised by various trade unions and was supported by several governments from the industrialized north. Despite sharply divergent views on the Social Clause, a broad consensus has emerged in the international community on the need for intensified



action to combat the most exploitative forms of child labour. In the light of mounting international attention on child labour, employers and their organizations have a great role to play in the broad, grass-roots social mobilization required to arrive at sustainable strategies. Employers' federations have a great potential for:

- ▶ Influencing the development of national policies on child labour;
- ▶ Assisting in the development of guidelines for sectoral industrial associations and small to medium sized enterprises;
- ▶ Working with NGOs in the design of relevant vocational training programmes for working children;
- ▶ Affecting public perception on the rights of children and the relationship between skill upgrading and national socio-economic development.

In particular, the International Organization of Employers (IOE) has shown an increasing commitment to the elimination of hazardous and exploitative child labour. After playing a leading role in the major international conferences on child labour held in 1997, the IOE made a commitment to take an active part in the formulation of a new international labour Convention on the most intolerable forms of child labour. The IOE's concrete action in the area of child labour follows the political will of its members as expressed in the Resolution on Child Labour adopted at its June 1996 General Council meeting. This Resolution calls on IOE members to raise awareness of the human, economic and social costs of child labour, and to develop policies and action plan to contribute to the international campaign for its elimination.

Employers' Organisations are well

positioned to provide more specific and concrete information on the incidence of child labour in various sectors, including in the informal sector. Because of their broad membership, these organizations are able to convey to large numbers of employers, employees and their families, the importance of promoting children's education; of protecting children against work hazards; and of keeping children as much as possible from premature engagement.

Employers Organizations can contribute to the awareness-raising, assist in designing relevant vocational training programmes for working children, develop and adopt appropriate code of conduct for employers, contribute to resources for child labour elimination, and take up advocacy campaigns for the ratification of international labour standards by the Government and influence improved national legislation and enforcement. They can involve themselves at every step and in all the interventions to be tried to eliminate child labour. There is necessity of mainstreaming child labour issues in the regular programmes and activities of the Employers organizations so that their time and resources are convergently used for the welfare of children and child labour elimination.

This one day capacity building module is designed to train and orient the employers and their representatives to understand child labour issues and to facilitate them to draw up an action plan and to initiative a proactive action in eliminating child labour.





## 1.2 About the Training Manual

### (A Note on the manual for training of Employers, and their leaders)

There are four sections in this manual.

The first section contains information which is helpful for the trainers to understand this training manual and helps them to organize the training successfully.

The second section contains the training activities, which can be part of a one day training program for the Gram Panchayath members, SDMC members, CBOs and Community leaders. As child labour is a very vast subject, we can not include all the important issues in a day's program due to the time constraint. Based on local needs the trainer is at liberty to include other relevant issues, by making suitable changes in the schedule. In case of time constraint the sessions may be reduced carefully without affecting the overall impact of the training.

The third section contains reference articles related to training activities, which will be helpful to prepare power point presentation or flipcharts. The fourth section contains a model power point presentation which may be used as a flip chart with suitable modification. This section gives prototype of a friendship band and masks to be used for sensitizing participants.

All the training activities, demand total participation. Trainers are requested to internalize the whole manual before organizing the training.

We have suggested certain methods and approaches. Based

on local need if the trainer feels, that he should use some other method which is better, he can do so after discussing the same with the Project Director of the NCLP and the District Lead Agency. But they should ensure that the issues taken up in the identified modules reach the participants.

Each of the training activity is divided in to several sub activities. The training activity contains the following.

- Title
- Duration
- Objectives
- Text
- Materials
- Methods / Approaches
- Process / Activities
- Expected Out come
- Key Question
- Indicators of success
- Instruction





### 1.3 Preparations for the workshop

Trade unions are formed to serve certain specific purpose. Since they associate and identify themselves with the causes concerning the working class in any particular industry very rarely do they step outside their defined roles.

Even if the leaders of these unions are aware of the magnitude of the problem (of child labour) they do not divert from their chosen path of struggle for fear of placing additional burden on the union. The key note of the workshop must focus on this delicate task of getting these leaders to agree in principle to fight against the evil of child labour.

Conducting a workshop for the office bearers of the trade union is easier said than done. This calls for meticulous preparation and planning. The following points will be helpful in organizing the workshop.

- Collect information on various trade unions functioning in your area
- Ensure that they have a state and national level presence like- INTUC; AITUC; CITU, BMS, HMS
- Identify any other associations working independently in your area (Pavement vendors association; Auto drivers union, etc.)
- Consolidate the data thus gathered and focus on the following information:

- The name of the organization/union/ the area of work of the members/ employers of such unions



- The approximate number of years of their work in the area
  - Who is the leader-name? The number of Office bearers? Number of members?
  - What are their main activities?
  - What is the child labour situation in their area? Is there a possibility of the children of these workers becoming child laborers? If yes what steps did they take?
  - What is their understanding of the issue of child labour?
  - Are there any instances of programmes conducted by them to eradicate child labour?
  - Is it possible to initiate an awareness programme about child labour among the workers and the members of their union?
- The information regarding these trade unions are available at District Labour Department.
  - You will obtain the necessary background material and the delegates to be invited for the workshop based on the above information
  - Based on this arrange a suitable hall for the workshop



- The hall to be situated away from the noise of the town but must be well connected by public transport to enable the participants to reach the hall
- It must accommodate a minimum of 30-50 persons
- Prepare a small stage
- Toilets , parking facilities and generator will be an added advantage
- It is desirable to have a separate room for food and refreshment
- After the venue is decided, fix a suitable date. Sunday being the weekly off for most of the trade union leaders, it is preferable to conduct the workshop on Sundays. Consult the Trade Unions at every step.
- Invite the suitable resource persons and furnish all the details of the workshop to them. Collect required information from the resource persons regarding the materials required to be kept ready and other arrangements to be made during their sessions. Confirm the availability of the equipments well in advance (for e.g. OHP projector, LCD projector, Slide projector, etc.). If possible provide the copies of the speech, lecture material to the delegates during the workshop.
- Dispatch invitation letters to all the delegates. It is better if you personally invite them to the workshop.
- During the workshop make suitable arrangements for light breakfast, tea, soft drink, lunch, and tea during the evening.
- Arrange a banner to be displayed in the background of the stage or a board containing the information on the workshop.
- If available make use of loud speakers/microphones.
- As far as possible the reading material should be in the local language and use examples from local experiences.
- Keep sufficient stationery and other materials required for the workshop ready
- Form a task force of volunteers to assist you in the workshop. Thoroughly brief them about the organizational details of the workshop.
- Display banners/posters in the training hall depicting child labor and the remedies to address the issue of child labor.
- Prepare a tentative budget of the workshop.
- Please bear in mind the following aspects with regard to meeting the workshop expenses.

- This workshop may be a





sponsored programme of either Child Labour Project or Sarva Shiksha Abhiyan.

- Various organizations/ associations; NGOs, Employers Associations are likely to sponsor programmes like this. The efforts to mobilize local resources for the workshop will set an example for others to follow which will also represent the collective voice of the society against the evil of child labour.
- The resources need not be in the form of cash. The contributions in the form of concessional printing of the workshop materials by the printing press; sponsoring food and refreshment by the Hotel Owners Association or training hall for the workshop as provided by NGOs either at lower rent or free of cost are also to be considered as valuable resources. Money is required to meet sundry expenses and to pay honorariums to the resource persons.





## 1.4 Objectives of the Training Manual

Following are the objectives of the training manual

- To provide functional awareness about child labour to the Panchayath members, SDMC members, CBOs and village leaders.
- To sensitize them on the issues of child labour.
- To make them proactive to combat child labour.
- To enable them to identify the child workers in their area and rehabilitate them.
- To make them take steps to avoid occurrence of child labour in their area or community.
- To help participants understand consequences of child labour.
- To help them understand that child labour is a blot on our society and it neither helps the family, nor the child worker or the society.
- To enable them to understand that the elimination of child labour is their social obligation.
- To facilitate them to make a practicable plan of action for themselves and their organization to eliminate child labour.
- Child labour free business will provide them competitive edge in the long run in both export and domestic market.







## 1.5 Training Techniques / Approaches

### ➤ **Lecture**

This is to be employed for introducing the subject / Topic at the beginning of the session.

### ➤ **Asking Questions**

Questions can be used to make participants attentive and also to stimulate discussions. Should never be asked in an irritating or threatening way.

### ➤ **Sub-Groups discussions**

It is an active method and it helps participants to become involved in the discussions. It is a participatory learning and provides opportunities to all the participants.

### ➤ **Case Studies**

Case studies given in the activity provides a real life situation to understand the subject. After presenting case studies, the salient features of the same should be discussed and recorded.

### ➤ **Action Plan**

Action plan can be developed individually or as a group activity. Action plan is required to make participants think about the issues and develop a strategy for taking positive steps at their individual and collective levels to prevent child labour etc.

### ➤ **Guided dialogue**

This will help the participants to generate new ideas regarding the content of the training gleaning points from the experiences of the individual participants.

### ➤ **Brain Storming**

It is a technique used to encourage the participants to generate a wide variety of ideas. Participants must be encouraged to offer any idea however divergent which comes to their mind regarding the topic.





## 1.6 Role of the Resource Persons

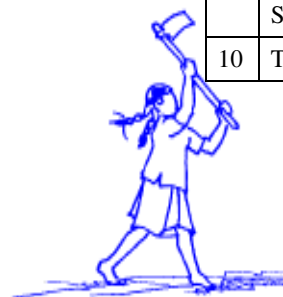
- ❖ Should be aware of the group dynamics and provide and promote equal opportunities to all
- ❖ Should ensure that different ideas / opinions are respected
- ❖ Should facilitate discussions
- ❖ Should lead discussions and at the end summarize the key points
- ❖ Arrange for field visits / guest speakers
- ❖ Should be very punctual and become a role model
- ❖ Should respect the knowledge and background of the participants
- ❖ Should make suitable preparations before the commencement of the training.
- ❖ Should encourage group discussions etc.
- ❖ Should try to procure hand outs, basic information, publications, video films, audio cassettes, charts, banners, posters, photographs etc.
- ❖ Should help the participants to understand the orientation schedule
- ❖ Should avoid unnecessary discussions, arguments, etc.
- ❖ Encourage the use of songs and other activities etc.
- ❖ Help participants to learn from one another
- ❖ Try to ensure that no one dominates the session
- ❖ Encourage the quiet participant to speak up and participate in the session
- ❖ Be democratic, allow participants to lead
- ❖ Recognize the contributions of the participants
- ❖ Prevent the withdrawal of participants from participation or discussion
- ❖ Document the training experience and report the same to appropriate authorities
- ❖ Obtain feed back and record suggestions for further improvement of the sessions in future.





## 1.5 Indicative Time Table

Sl No	Topic	Time	Activities	Materials
1.	Registration	09.30 AM to 10.00 AM	Material distribution and Information gathering	Registration Register, Registration Form, File, Pen, Resource Materials etc.
2.	Inauguration	10.00 AM to 10.30 AM	Meeting	Inauguration function Materials
3.	Introduction, Ice Breaking	10-30 AM to 11-30 AM	Games, Discussion, Lecture	Drawing Sheets, Scissors, Black Board, Brown Sheets, Markers.
	Tea Break	11.30 AM to 11.45 AM	-	-
4.	Magnitude of child labour, Causes and consequences of child labour, Hazardous child labour and worst forms of child labour	11.45 AM to 12.45 PM	Presentation, Open discussion	LCD Projector, OHP/ Transparency, Power point presentation, Black Board, white Board, Markers, Sketch Pens, Flip Chart etc.
5.	Why the Employers' Organizations should take up child labour issues	12.45 PM to 1.45 PM	Presentation Lecture, Group discussions, Brainstorming, report reading	Blackboard, Chalk
	Lunch	1.45 PM to 2.15 PM	-	-
6.	What Employers Can Do : Their Comparative Advantage	2.15 PM to 3.15 PM	Lecture, Guided Group discussions and report reading	Blackboard, Chalk.
7.	Corporate Social Responsibility and a code of practices for employers for child labour elimination	3.15 PM to 4.15 PM	Lecture, small group discussion, Action Plan preparation	Paper, Pen, Blackboard, Chalk
8.	Action Plan for the Employers and their Organization	4.15 PM to 5.15 PM	Group discussion	Blackboard, Chalk
9.	Evaluation and summing up, Signing of social contract	5.15 PM to 5.45 PM	Function	Social contract forms, Feedback form
10	Tea	5.45 PM		







# SECTION - II

## Training Activities





## 2.1 Registration

Duration – 30 minutes

### 2.1.1 Objectives

- To obtain the name, address and contact details of the participants.
- To distribute required materials to the participants.
- To introduce the participant to a 'child labour' face and a small exhibition on child labour.

### 2.1.2 Materials

Registration book

Registration forms

Pen

Materials required to be given to participants (Agenda of Programme with time Schedule, Training Material, Registration Form, Pen, Action Plan and Commitment Cards, Important contact persons details, 'Knowing Self' questionnaire' etc.

### 2.1.3 Process

[A] As and when the participants come to the venue their name etc. should be entered in the register.

Participants should be made to feel at home.

[B] Participants would be greeted by two masked individuals at the door of the training hall. On one side will be a volunteer greeting the participants wearing the mask (sample mask is given as Annexure – II) of a smiling face by saying, "Good Morning.... Good Afternoon! Would you like to be my friend?" He will offer his hand for a handshake.

On the other side the second volunteer wearing a mask of a child labour on his face (sample mask in the Annexure – I) will greet the participants individually by saying '.....





Good morning/Namaskara.....! I am a child labour; would you like to be my friend? Would you help me...?' He will offer his hand for a handshake. After the handshake with each participant he will put a heart shaped sensitivity badge (friendship band) on the wrist of each participant. (The badge is heart shaped and has a ribbon attached for tying – sample is given in Annexure – I). The objective of putting the badge is to remind and sensitize the participants about child labour.

[C] The participants are guided near the training venue to see a small exhibition on child labour. The exhibition may have various posters, pictures, banners, paper cuttings, photographs, articles, slogans mounted on board. There can be exhibits related to scope, magnitude, forms and consequences of child labour.

#### 2.1.4 Expected Outcome

- ★ The essential details about the participants is collected.
- ★ Participants get the essential materials required for the training and know the time table and essential details of the training.
- ★ Participants are introduced to child labour. Their awareness level increases. Exhibition is an important medium of communication. Visual display of exhibits is an eye opener and make people more aware about the magnitude of the issue.
- ★ With a friendship band from the child labour the participant will start thinking about Child Labour at personal level.

#### 2.1.5 Note

The volunteers at the registration counter should be warm, courteous and maintain helpful attitude. Registration is the first point of contact and bonding starts here. All participants should be made to feel special and exclusive. From the administrative point of view, the data collected during registration is vital for later contact and reference, so it should be done carefully.

Participants may be encouraged to see the exhibition whenever they get time during the day later, e.g., tea break or lunch time etc. They should be encouraged to discuss amongst themselves and with the resource persons issues which comes to their mind.





## 2.2 Inauguration

Duration – 30 minutes

### 2.2.1 Objectives

To provide a good beginning to the training.

To introduce the purpose, structure, design and benefits of the training programme.

To provide motivation to participants.

To sensitize the participants about the programme and to get their positive response.

### 2.2.2 Process

Inviting the guests to the stage

Welcome – song (Song related to elimination of child labour)

Welcome speech

Briefing about the training programme by resource persons

Inauguration

Speech / key note address

Vote of thanks

### 2.2.3 Instructions

- Arrangements must be well planned and properly made.
- Participants should come on time.
- Participants should not be waiting for the chief guest.
  - If the chief guest does not turn up within reasonable time, resource persons should start the orientation / training
  - The chief guest should be able to talk on child labour issues







- Those who are conversant with child labour issues may be invited to be the chief guest / speaker.
- Song must be related to child labour issues. There should not be any scope for mistakes or lapses.
- Inauguration should be brief and memorable.

#### 2.2.4 Precaution

Ensure that this programme ends in time so that the training starts as scheduled.

Audio cassettes about child rights and child labour rehabilitation may be played while registration and before starting the inaugural session.





## 2.3 Introduction : Breaking the Ice

Duration – 60 minutes

### 2.3.1 Objectives

To enable the participants to know others.

To condition and prepare them to fully participate in the training without any reservations.

### 2.3.2 Process

Almost all the participants may be from the same locality, but they may not know each other well. Hence the icebreaking should be essential but may be as brief as possible. Each of the participants may be requested to introduce themselves briefly.

### 2.3.3 Expected out come

- The participant will come to the training mode and become more participative and receptive.

### 2.3.4 Sub-Activity

1. I need this.
2. Stepping into the shoes of child workers



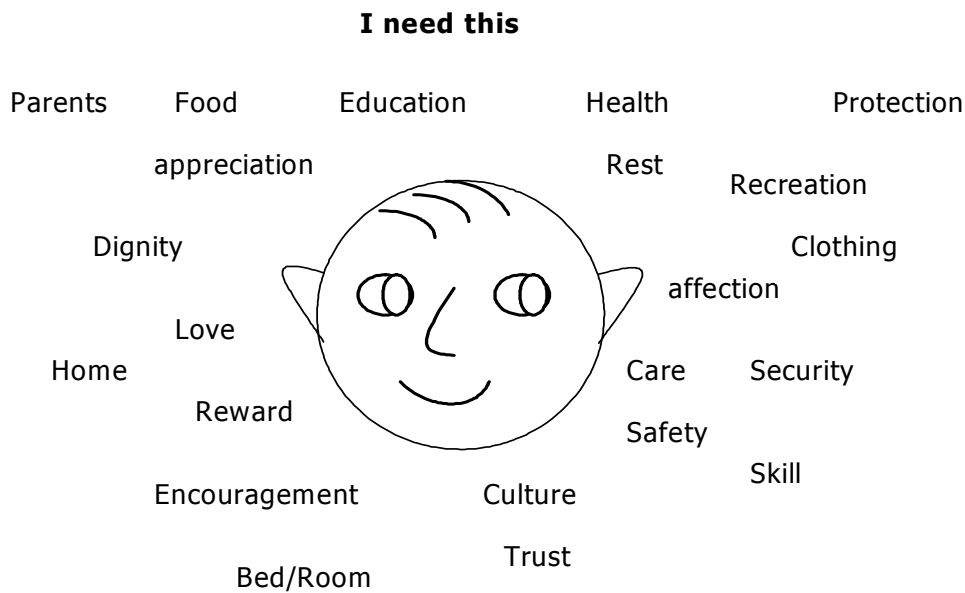


**2.3.4.1 'I Need This**

**Objective:** To focus on various emotions that surface from the word 'Child....' To raise sensitivity towards child labour.

**Material:** Blackboard, chalk or chart paper and sketch pen, cello tape, etc.

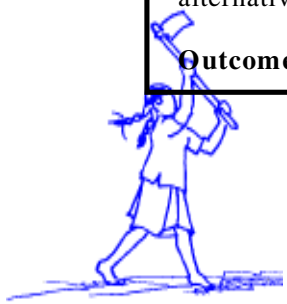
**Process:** The trainer writes the word 'CHILD' in block letters and draws the picture of a child. The trainer asks the participants to look at the picture and to visualize all that is relevant or associated with the word 'Child'. The trainer may ask, 'What are the things essential for the development and well being of a CHILD?' The trainer encourages participants to come forward with as many relevant words as possible and writes the words on the board as shown below:



- The trainer writes the ideas expressed by the participants.
- Trainer may ask participants, "From the above listed words what does child labour receive and what is it that they are deprived of?" Those things that a child labour does not get are marked with a different colour.

At last there are only one or two things left without marking. The trainer initiates the discussion by asking 'what does this imply? What will be the future of such children who do not get the things essential for their development? And what will be the future of the country in which 33% of the children are deprived of the developmental opportunities? We have to work for the elimination of child labour at war footing! There is no other alternative!

**Outcome:** The participants start feeling and thinking about child labour.





### 2.3.4.2 Stepping into the shoes of the child worker

#### Objectives :

To sensitize trainees about the life of child worker.

#### Process :

- The trainer divides the class into two groups. One group will be designated to act as 'Normal Child' and another group will be designated to act as 'Child Labour'.
- The trainer will callout different timings and the participants in both groups will visualize the action they are doing at the time and act accordingly. Example: when the trainer shouts, "6:00 am" the reaction expected from the group acting as child labour is to actually imitate children who are labourers and who will be getting ready to go to work in hotels or cleaning cars on the street. The same instruction received by a normal child, will probably find the child making a fuss to wake up so early or may be the parents are lovingly waking up the child to get ready to go to school.
- The trainer calls out different timings like morning 7, morning 10, afternoon 12, 3, evening 6, night 9, midnight 12 etc. and both the groups are expected to act as per their role (i.e. what would they be doing at the respective timing if they were a child worker or a normal child).
- The trainer initiates the discussion with the help of following questions :
  - What were the differences in the situations of these two types of children?
  - What are the effects of these differences?
  - Is the Child Labour deprived of any rights?
  - What have we understood?

#### Outcome :

- The participants would have experienced the situations/circumstances which child labour faces every day, and the way they live their lives. While a normal child is playing at 4 in the evening at school – the child labourer is actually busy working in a factory, hotel or household as a domestic help.

Some of the participants may find it difficult to act as child labour. Why? Because they really don't know the routine of the child workers. Let us speak with few child workers and try to understand their life.





## 2.4 Magnitude of child labour/ Causes and Consequences / Hazardous child labour / worst forms of child labour

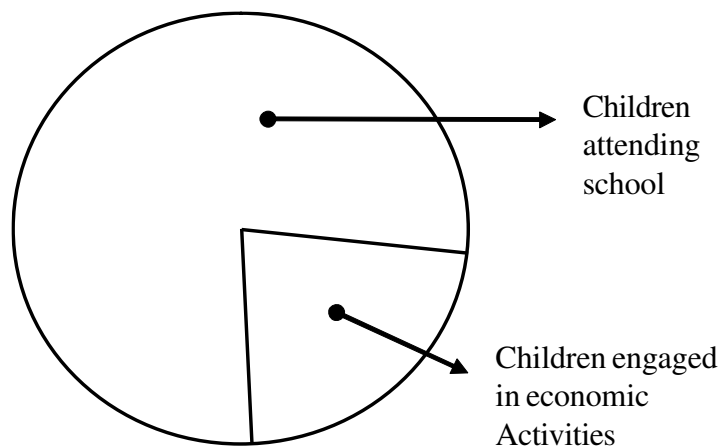
Duration 60 minutes

### 2.4.1 Objectives

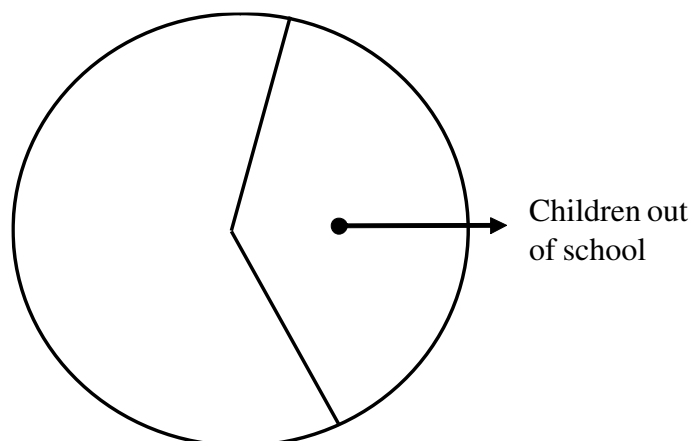
To enable them to understand the magnitude of child labour at all the levels including their locality.

### 2.4.2 Text

- a) It is estimated around 211 million children of 5-14 year of age are engaged in economic activities in the world. This constitutes a little less than 1/5 of the total child population in that age group.

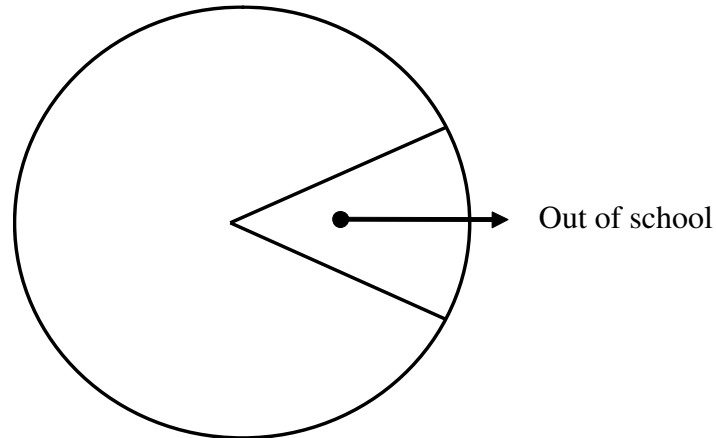


- b) In India out of 203 million children in the age group of 5-14 years, 116 million are in the school, 12.6 million are out of school and the status of 74 million is not known.





- c) In Karnataka out of 10 million children in the age group of 5-14 - 0.85 million children are out of school



Child labour can be found even in educationally developed districts like Dakshina Kannada and Udupi. They are more in northern Karnataka districts.

The following are some of the causes of child labour as enumerated by various stakeholders. If we critically examine these causes, we may come to the conclusion that many of them are not the real causes but only pseudo causes.

- Illiteracy of parents
- Poverty and perceived poverty
- Lack of educational facilities
- Unemployment
- Exploitation
- Indebtedness and delinquency of parents
- Superstition and general apathy
- Ill health, lack of social security
- Low-wages
- Bonded labour
  - Lack of political will
  - Lack of enforcement for child labour law, minimum wages law and other labour laws.
  - Special requirement of certain industry, nimble fingers, un-unionized workforce, disciplined and less demanding work force.





As already stated, many of these are superficial causes. There are many examples where parents, though poorer have sent their children to school.

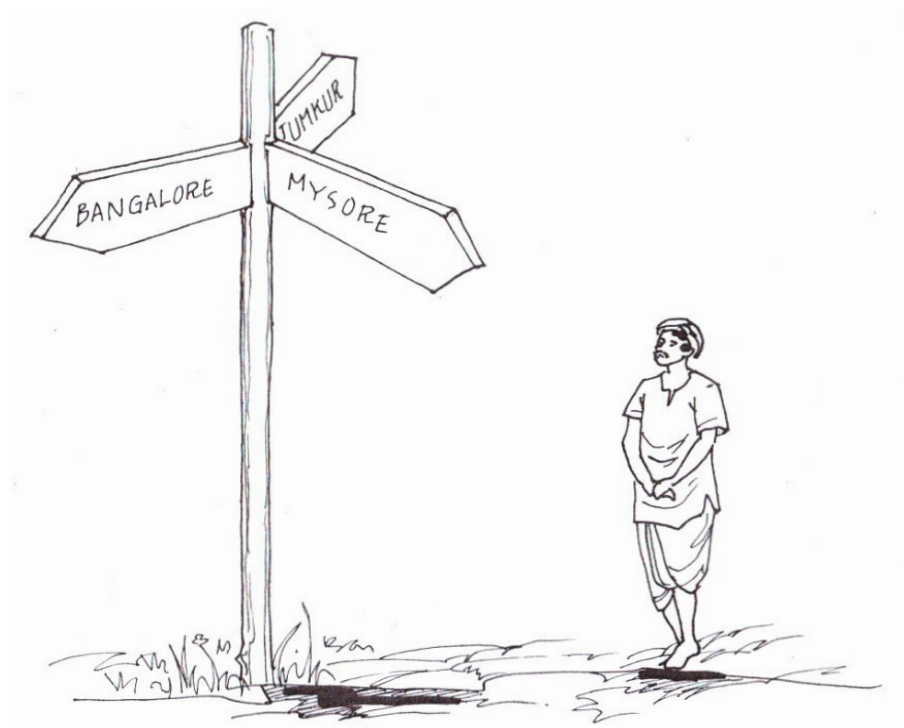
There are many Government Programmes which focus on livelihood by which parents can improve their earnings, etc. If the parents have strong will, they definitely find ways and means to provide childhood opportunities to their children. In many cases, parental apathy is the root cause for child labour. They think that education is a luxury meant only for the rich and in no way helps the individual to improve his livelihood opportunities. As the causes of child labour is often too complex and hidden deep in the minds of the child's parents it would be better we focus on the consequences of the child labour to motivate all the stakeholders to act together to eliminate child labour.

#### 2.4.2.1 Consequences of child labour

Consequences of child labour are far reaching. If the parents understand the consequences of child labour properly they themselves will find ways and means to withdraw their children from child labour and send them to school.

The following are the consequences of child labour

- a. Illiteracy: Child will become an illiterate adult and has to depend on others even for small things.





- b. Low skill, low wages and consequent poverty : Child labour as an adult will be forced to do unskilled jobs, which fetches him low wages, whereas the educated will do skilled jobs and earn more. So child labour causes poverty. So a vicious cycle of poverty – child labour – poverty is formed and it is difficult to get



- c. Life will be very difficult.



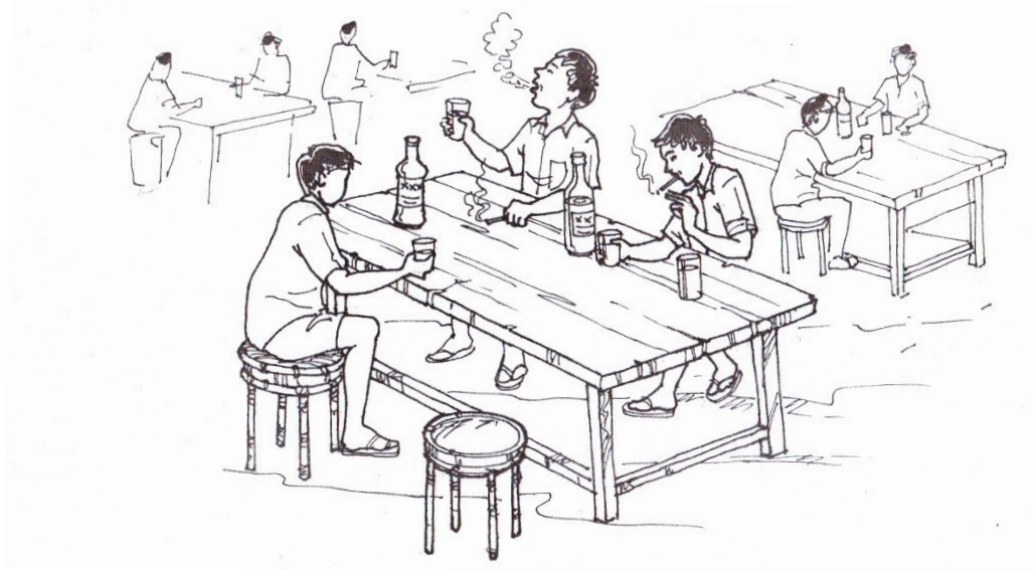




- d. Stunted growth: Mental and Physical growth of the working child will be affected adversely.



- e. Child labour may lead to bad habits such as drinking and smoking, etc.





- f. Child labour can be exploited by anti-social elements such as theft, drug trafficking, robbery, dacoity, etc.

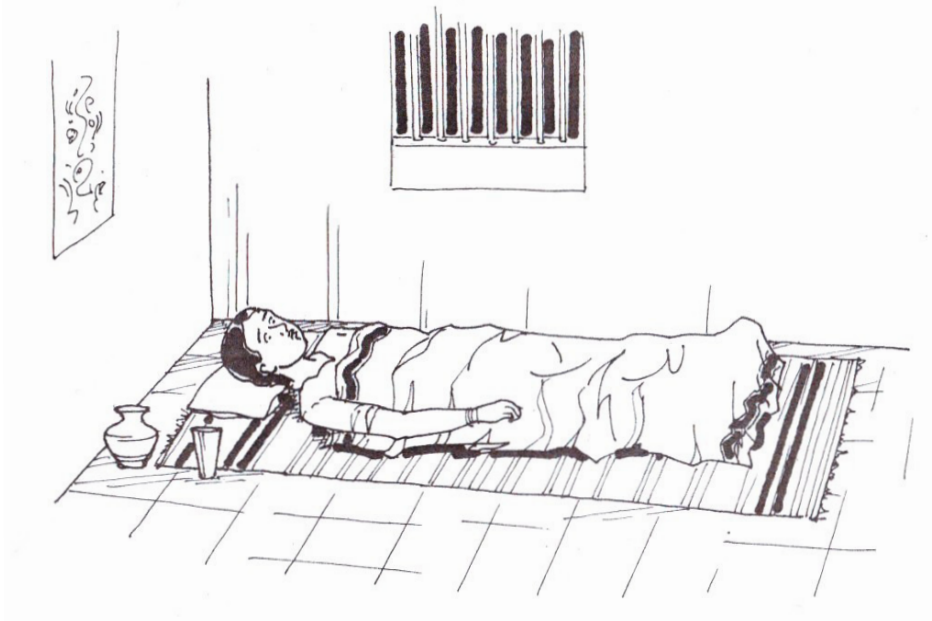


- g. Child labour may lead girls to the molestation of girls and force them into prostitution.

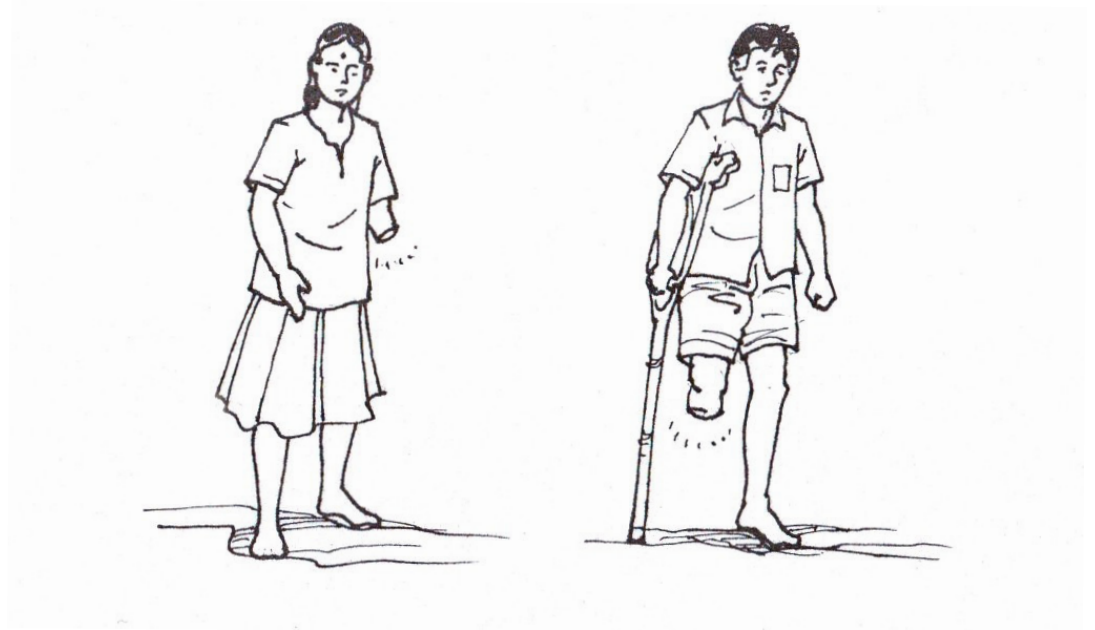




h. They may be attacked by fatal diseases

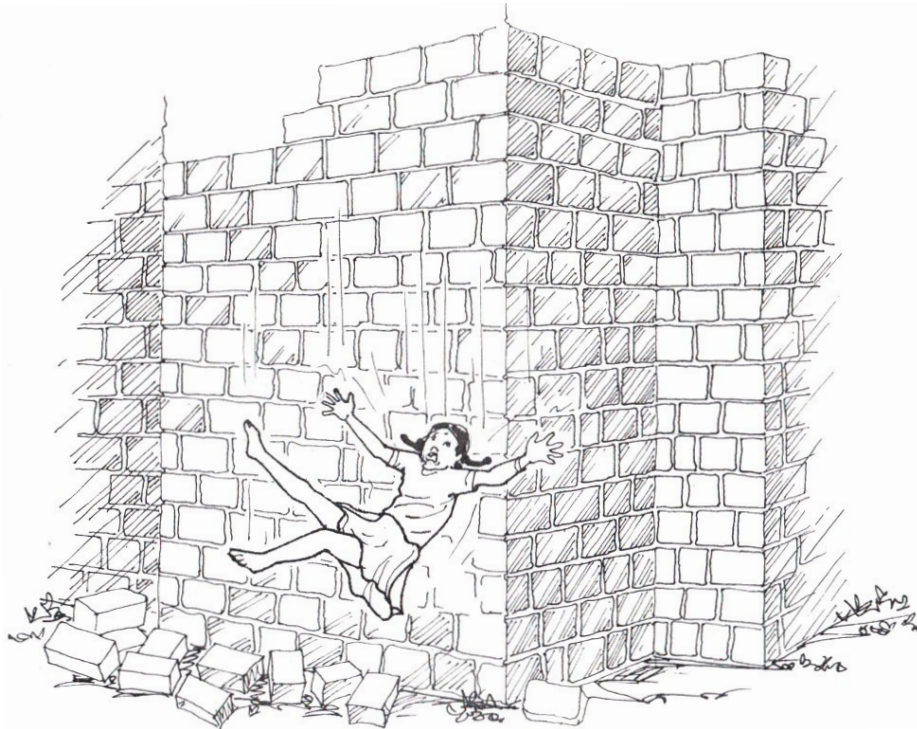


i. They may lose parts of their body and become physically handicapped





j. They may lose their lives



k. They will be exploited and harassed by their own family members and others due to their illiteracy, low skills, lack of knowledge, wisdom, stunted growth and lack of exposure to the world. (All these may result in social conflict and criminal activity and affect the peace of the whole village. So every citizen particularly those with responsibilities like GP members, SDMC members and local leaders should participate actively in the elimination of child labour.)

l. Child Labour replaces adult labour and depresses wage. Child Labour in an area or an industry causes more child labour in the said area or an industry as competitors employ more and more child labour to compete in the market. With more and more child labour the capacity of adult labour to negotiate better wages and working conditions reduces. Thus affecting the earning capacity of the adult workers including parents. (In this way the child labour affects every wage earner and so everyone should act to eliminate child labour.)

m. The other consequences are:

- Aches and pains
- Stress symptoms
- Reproductive problems





### 2.4.3 Methods

Demonstration  
Lecture  
Discussion  
Group discussion

### 2.4.4 Materials

Pictures / Posters  
Black Board  
Brown sheets  
Markers

### 2.4.5 Process

- The resource person introduces the topic with a brief lecture.
- He will show the graphics to make them understand the magnitude of child labour in the world, India and Karnataka. If possible the resource person should collect the district wise statistics of the district and put them in circular graph and show them to the participants.
- They may be allowed to estimate child labour in their locality and put it in the circular graph in sub groups
- The resource person should draw a line with a chalk piece on the black board and on one side he must write "Our dream school" then ask the participants to explain how their school should be. They may suggest lots of logistic and scholastic requirements which should be written below the "Dream School". Continue the discussion, till they say, that all the children should attend our dream school. The resource person may prompt them to come to this conclusion.

- The resource person should with the help of the par-





Participants list out the present condition of the village school which should be written on the other side of the board.

<b>Our Dream School</b>	<b>Present Village School</b>
- Good Building	-
- Good Toilets	-
-	-
-	-
-	-
-	-
-	-
-	-

- There may be a lot of different view points. The resource person may discuss these differences with the participants.
- The resource person must take up the issue for discussion, that “all the children are not attending the school in our village”
- The participants must be allowed to discuss “Why all the children in their locality are not attending school?” What are they doing if they are not attending school? Where are they? (Sub group activity)
- Sub groups must present their findings in the larger group.
- The resource person should present pictures or drawings of consequences of child labour one by one and request for the participant’s reactions.
- The resource person should explain, that whatever may be the causes, the consequences are the same. And all the consequences are extremely serious and disastrous, spoiling the life and future of the children. It should be emphasized that every participant can contribute to combating child labour in their own way.
- The resource person may clarify as to ‘Who is a child’ and what is child labour? What is Hazardous child labour? Etc. while showing the pictures and drawings.





## 2.4.6 Expected Outcome

- Participants understand the magnitude of child labour at all the levels.
- Participants understand the causes and the consequences of child labour.

## 2.4.7 Instruction

- The resource person should prepare the circular graphs of the magnitude of child labour or the NCLP may prepare and supply them to the resource persons.
- NCLP may print the pictures of the causes and the consequences as posters and supply to the resource persons.





## 2.5 Why the Employer's Organizations should take up child labour issues

Duration 60 minutes

### 2.5.1 Objectives

- To initiate a debate, 'Why the Employers' Organizations should take up Child Labour issues?'
- To understand how child labour affects Employers and weakens their competitive strength.

### 2.5.2 Text

- ★ It is essential for the employers and their organizations to know that certain labour practices like child labour is being questioned by the media, consumers, investors, Government and the Trade Unions. The mere accusation that a company is using child labour in its operations, either directly or indirectly, can lead to an immediate blow to its reputation and the threat of consumer's boycott. Consequently, individual enterprises have either dismissed child labour or come up with new arrangements to prevent children's involvement in the manufacturing of its products. Dozens of well known companies have adopted 'code of conduct' or 'sourcing guidelines' both to deflect criticism and negative media attention and to prevent abuses. Some codes are aimed at eradicating child labour, whereas others have broader objectives, including the protection of human rights standards in the workplace or the protection of the environment. Labeling schemes have also been developed for a variety of products produced in countries where child labour is seen as a problem.
- ★ Internationally, there has been considerable discussion on whether global trade rules should include provisions relating to the enforcement of basic international labour standards, including a prohibition on child labour. The World Trade Organization, at its meeting in Singapore in December 1996, debated the issue of a "Social Clause", whose inclusion into the international trading arrangements would result in the imposition of trade sanctions on countries that do not observe core labour standards as defined by relevant ILO Conventions.







- ★ Regulatory pressure have forced corporate initiatives to address child labour. For example, the European Commission operates a Generalized System of Preferences (GSP) to regulate trade relationships. In January 1995, the Commission approved a GSP provision stipulating that there would be no preferential treatment for beneficiary countries found to be using forced labour, child labour, or prison labour in the production of goods for foreign markets. As of 1 January 1998, the European Commission offers special GSP incentives to countries that provide proof of having adopted and enforced the standards laid down in ILO Conventions concerning basic workers' rights, including the right to organize and to bargain collectively, and the enforcement of a minimum age of employment. The United States' GSP provisions have linked the level of trade privileges with the respect for minimum workers' rights. There is an effort on in the US Congress to introduce legislation to ban the imports of products from countries and industries where child labour is used.
- ★ Most of the international sanctions operate at the consumers level and is not within the framework of any law. As is evident from the case of 'Nalli Silk' impressions regarding an industry or a geographical location may be sufficient motivation for the buyers to eschew any sourcing of goods from such geographical location and industry. Hence it is essential that the whole manufacturing chain and supply chair should be free from child labour. Or more broadly the employer should as a group think about the whole region cutting across industries and even ensure that their employees do not employ domestic child labour at their houses. Emphasize that now in India even local consumers are becoming conscious of their social obligations and are ready to pay a premium if proper certification is in place regarding child labour free product, and that this trend will grow in future.





### *Case Study I : Nalli Silk*

#### **Dateline NBC (News Report – June, 2002) : Slaves to Fashion : Nalli Silk Episode.**

Where does some silk made by the hands of children wind up? 'Dateline' goes undercover in India to find out.

**Alleged findings:** Indian exporter could not identify with certainty from which reeling or twisting units his yarn was coming. Rough indication of geographical origin led to a conclusion, that, the yarn might have come from reeling and twisting units employing child labour, as the said geographical belt had child labour in such occupation, which the undercover correspondent had caught on his video camera. The exporter was certifying his products as 'child labour free' based on monitoring of their immediate suppliers (weavers). The NBC News showed ..... on the American television, half-an-hour programme on child labour in silk industry in India.

**Immediate effect :** The event was followed by public uproar and questioning, leading to cancellation of export orders worth crores of rupees. The episode shows how at the customer's level 'social sanctions' can operate, independent of any legal frame work.

**Learning :** The manufacturers, processors, traders, exporters have to understand that the whole industry is accountable for misdeeds of a few. Continued use of children by some, can bring negative image for the entire industry and affect their export prospects. Whether the product is child labour free has to be traced back to the entire processing and manufacturing chain.

### *Case Study II : Ganesh Bidi*

"Purportedly based on the conclusion that, 'information available reasonably indicates the possibility that the beedi cigarettes specified..... (of Mangalore Ganesh Beedi Works) MGBW..... might be imported in violation of section 307 of the Custom's Tariff Act of 1930 and 19 CFR rule 12.42 (... regarding products made by forced labour including child labour.....); US Custom Services directed on 24-11-1999 to withhold the release of beedies manufactured by MGBW. The case is still pending, and MGBW has a lost market, worth thousands of crores of rupees.

Summary of allegation, "1) that MGBW has various sub-contractors who employ workers to roll beedies for MGBW; 2) that these sub-contractors are also money lenders who lend money to poor families at usurious interest rates, and that these loans are paid back through the wages received for the rolling of beedies; 3) that because of the high interest rate the families are caught in a vicious debt trap, thus becoming in effect 'bonded labour'; 4) that children are forced to roll beedies to help repay their loans.....' Although fully denied by MGBW..... Whatever be the truth the case has a message for Indian entrepreneurs..... that even a subcontracting and complete outsourcing to household can attract accountability....."

Source : Karnataka Labour Department records (2004)





### 2.5.3 Methods

Lecture  
Case Studies  
Group discussion  
Report reading.

### 2.5.4 Materials

Blackboard  
Chalk  
Paper  
Pencil

### 2.5.5 Process

Start by introducing the subject by a lecture. Then form 3-4 small groups. Let the participants discuss and brainstorm on the subject how child labour affects Trade Unions and weakens their strength and why Trade Unions should take up child labour elimination as a mission. Ask one representative each of the group to present the findings and discuss the same in the plenary. The trainer may note down their key findings and sum up at the end.

Ask a few questions at the end to find out if there is clear understanding of the Employer's interest in child labour.

### 2.5.6 Expected Outcome

- ★ Participants will understand why employers should take up child labour issues.
- ★ Participants will be convinced how child labour affects employers and weakens their strength in the market.





## 2.6 What Trade Unions Can Do: Their Comparative Advantage

Duration 60 minutes

### 2.6.1 Objectives

- To understand the comparative advantages of employers and their organizations in the elimination of child labour.
- To understand what employers and their organization can do to eliminate child labour.

### 2.6.2 Text

Employers are one of the most important and critical stakeholders for child labour elimination because if they are determined not to employ children there will be no child labour. Employers' Organization, because of their broad membership, are well positioned to provide more specific and concrete information on the incidence of child labour in various sectors.

Employers' federation have a great potential for

- ★ Awareness raising against child labour.
- ★ Contribute to resources for child labour elimination from the funds earmarked for social activities under corporate social responsibility.
- ★ Take up advocacy campaign for the ratification of international labour standards by the government as they have linkages at the International level with their counterparts, the International Organization of Employers (IOE). IOE resolved that their members should raise awareness of the human, economic and social costs of child labour, and will develop policies and action plan to contribute to the International Campaign for the Elimination of Child Labour.
- ★ Involve themselves in all the interventions aimed at eliminating child labour.
- ★ Mainstream child labour issues in the regular activities so that their time and resources are convergently used for the welfare of children and child labour elimination.
- ★ Influencing the development of national policies on child labour.
- ★ Assisting in the development of guidelines and code of conduct for sectoral industrial associations and small to medium sized enterprises.





- ★ Working with NGOs in the design and running of relevant vocational training programmes for working children.
- ★ Affecting public perception on the rights of children and the relationship between skill upgradation and national socio-economic development.

For the goals to be realized the key is that first the employers and their organizations should :

- ★ Declare that the elimination of all forms of child labour is their goal. Their organization to be involved in the issue of child labour proactively rather than reactively.
- ★ Develop and adopt a clear policy and action plan.
- ★ Employer should not employ any child labour in its workforce and ensure that no child is employed in its production chain by adopting suitable code of conduct and sourcing guidelines.
- ★ A monitoring system should be setup to make sure that the code of conduct is being enforced, one of which is constant dialogue with workers' organizations that have been sensitized on child labour issues.
- ★ They should initiate building effective alliances with the other stakeholder groups.

### 2.6.3 Methods

Lecture

Guided Group discussion

Report reading.

### 2.6.4 Materials

Blackboard

Chalk

Chart Paper

Pen

### 2.6.5 Process

Start with a brief lecture introducing the subject to the participants. Then forms 3-4 groups and guide them to brainstorm and discuss the strength & weakness of Trade Unions and their comparative advantages in the elimination of child labour. Stress on what Trade Unions can do for the elimination of child labour. One of the members of the group can note down the key points and present them in the plenary. The same may be discussed again.





### 2.6.6 Expected outcome

- ★ Participants will be aware of the comparative advantages of employers in the elimination of child labour and start thinking and acting in that direction.
- ★ Participants will know what Employers' and their organizations can do to eliminate child labour and start drawing up a plan of action for their own industry and locality. Broadly they will focus on three areas.
  - (i) Corporate Social Responsibility : making available resources (financial, human, material and infrastructure) for child labour elimination.
  - (ii) Evolving a code of practices and sourcing guidelines for child labour elimination.
  - (iii) Evolving a code for the employees private conduct in employing domestic child labour.





## 2.7 Corporate Social Responsibility and a code of practices for employers for child labour elimination.

Duration 60 minutes

### 2.7.1 Objectives

- ★ To discuss Corporate Social Responsibility and need of a code of practices for the employers for child labour elimination.

### 2.7.2 Text

Citizens' social and environmental concerns are the order of the day. Citizens' and stakeholders' concerns and activism of various pressure groups have forced employers to evolve certain code of practices to address those concerns. How far these practices are voluntary-springing out of the self regulating Corporate Social Responsibility and how far these are conditioned by social-political and economic forces at work may be debatable but there an affirmative steps being taken by all the establishment (whether operating for the export markets or the domestic ones) towards an empathy and concern for equity and environment.

Experience has shown that a code of conduct which is

- Very precise and specific (instead of being generic)
- Supervised and monitored by an external third party (instead of self monitored) is more effective.

IPEC in collaboration with the International Organization of Employers have developed a code of conduct for employers for child labour elimination. This code is generic in nature with wide range of issues dealt there in. Sectoral associations may discuss these issues in the light of their own experiences and adopt it suited to their requirement and put them in practice. Code of





### practices for the employers

#### **What Employers Can Do**

1. Make explicit in your company's formal policy or code of conduct that all forms of child labour falling under the two ILO Conventions will be avoided and, if need be, combated.
2. Make sure that company policy is based, at the very least, on the international conventions against child labour – and comply with national and local legislation if their standards exceed those of the international conventions.
3. Make it explicit in contracts which contractually require your supplier(s) that they should eradicate child labour and realise labour rights across all sub-contracted operations.
4. Ensure that children hitherto employed at the company's own plants, plantations or service operations, or in outsourced or sub-contracted operations across the entire supply chain, are transferred to regular schooling at no cost to their families.
5. Protect children in the ages of 14 to 18, who are permitted by international agreements to engage in paid work, against potentially hazardous and dangerous types of work as specified in ILO Convention 182, and comply with agreements (required by the Convention) on dangerous work between governments, labour unions and industry umbrella associations.
6. Involve your own staff and your suppliers in combating child labour: inform them and involve them in your company's action plan against child labour.
7. Collaborate and team up with other segments of society, for example trade unions and local and/or national governments, to realize full-fledged schooling for former child labourers
8. Make a special effort where needed to address the specific challenges faced by children from discriminated and marginalised groups so that they, too, can make the transition from work to school.
9. Ensure that the authenticity of age certificates is adequately verified, and jointly with other parties urge that reliable birth registration systems are set up in areas that don't have them.
10. Combating child labour must always go hand in hand with compliance with the ILO's other three fundamental labour standards and other broadly agreed-upon workers' rights.
11. Pay a procurement price to suppliers that enables them to avoid using child labour and hire adults (or youngsters over the age of 15) instead, offering them decent pay and conditions. If need be, also adjust other elements of your company's sourcing policy with a view to implementing your company's 'no child labour' policy and ensuring that fundamental workers' rights are complied with.







12. Whenever possible, try to transfer the job hitherto done by children to their parents or other close relatives, or offer them alternative suitable employment.
13. Create, independently or working with others, facilities such as crèches and daycare centres for employees, to help them keep their children out of child labour.
14. Plan and implement pro-active investigations, a solid in-house monitoring system, transparency on policy and practice, independent monitoring and verification, and involve those directly concerned and/or affected (the 'stakeholders').
15. Participate in efforts to combat child labour in industries where child labour is rampant (stone quarries, tourism, cocoa, cotton (seed) and garment production, commercial agriculture -coffee, tea, rice, flowers etc. etc, through a so-called multi-stakeholder initiative and/or join, if your company is a multinational, an 'International Framework Agreement' with one of the sectoral global unions.

#### ***Code of Conduct for Supply Chain/Ancillaries***

- All Ancillaries/Vendors/Suppliers should be asked to give an **undertaking in their contracts** that they do not employ Child Labour. A clause to this effect should be inserted into the contract.
- If Child Labour is found under any Suppliers' employment, the Company will require the Supplier to implement a corrective action plan. If the corrective action is not implemented within the agreed timeframe, or if repeated violations occur, the Company will terminate all business with the Supplier concerned.
- The Company will closely **monitor the supply chain** to stop the use of Child Labour in the manufacturing of the raw material.
- The Company will endeavor to **limit Sub contracting** to one or two steps as experience suggests that the longer the chain of the Outsourcing, the higher the propensity of employing child labour.

#### ***Ensuring a Family Friendly Work Environment***

- The Company should consider employing parents of the child workers withdrawn in the vicinity of the area. It is important to allow **gainful employment for these parents** (e.g. by **creating self help groups**)
- There should be an effort for **Counseling of the Child Labourers and their parents during the rehabilitation period.**
- The enterprise should make an effort to provide for the **Vocational Training for the Parents** so that they are able to seek gainful employment for themselves and thus disengage their children from work.





### *Positive Steps to Address Child Labour*

- The Company may from time to time Cooperate with National and International Organizations protecting the interests of children and youngsters in various ways.
- The Industry should generate awareness on Child Labour, population control, Workers' Education etc.
- The Company should consider providing rehabilitative measures to the Street Children and Orphans, also children employed under home based industry (Beedi making industry), family run shops etc. The Welfare Officer of the Enterprise should be trained to handle these situations.
- Where the total elimination of child labour is not immediately possible, **stakeholders need to be sensitized through awareness and advocacy programmes.**
- The Company could organize **Workshops in their area** for awareness and sensitization once every year or six months.
- The Company should note that urban Child Labour is an extension of rural unemployment and migration. There should be collaboration with the Governmental Policies for Rural Development.

### 2.7.3 Methods

Lecture  
Group discussion  
Report Reading.

### 2.7.4 Materials

Blackboard  
Chalk  
Chart Paper  
Pen





### 2.7.5 Process

The gist of earlier sessions may be recapitulated so that the ideas sink deep in the minds of the employers and their representatives. They can be introduced to the concept of Corporate Social Responsibility and code of practices for the employers. Then they can be divided into small groups to discuss threadbare each para in the draft code. Each group may come out with their own report and recommendations which can be presented and discussed in the plenary.

### 2.7.6 Expected outcome

A draft code of practices for child labour elimination for the employers is evolved for taking further appropriate action.





## 2.8 Action Plan for the Employers and their Organization

Duration 60 minutes

### 2.8.1 Objectives

- ★ To draw up an implementable action plan for the employers and their organization for the elimination of child labour.
- ★ To draw up an action plan for individual participants for the elimination of child labour.

### 2.8.2 Text

In the earlier sessions the participants have understood the concept of child labour, its causes and consequences, how child labour affects employers, the comparative advantages employers and their organization have vis-à-vis child labour elimination. In that background members may introspect, brainstorm, discuss and chalk out individual and their organizational action plans for child labour elimination.

### 2.8.3 Methods

Lecture  
Small group discussions  
Action Plan preparation.

### 2.8.4 Materials

Chart Paper  
Pen  
Blackboard  
Chalk.





### 2.8.5 Process

Trainer should recapitulate briefly the gist of earlier sessions. A few questions may be asked on the subject and concepts. The participants may be divided into small groups to discuss and note down what they can individually and collectively do to eliminate child labour in their area and workplaces. Each group may present their plan in the plenary and discuss them and draw up a common collective work plan and individual plan. Work plan should be very specific, indicating time, resources, responsibility, objective, methodology etc. The work plan should be implementable. General statements like we will work for the elimination of child labour, we will lobby for the change in law shall be avoided. Plan such as :

1. In 4 units of my industry in Karnataka we will eliminate child labour and rehabilitate the families in six months time at the cost of the industry.
2. 20 parents in the 'Y' slum will be counseled and convinced to send their children to school after withdrawing them from work in three months time etc.
3. 'Z' industry will provide its infrastructure to train 30 released child workers to learn employable skills etc.

### 2.8.6 Expected outcome

A definite implementable action plan will be drawn up for the group and for the individuals. A definite monitoring mechanism should be devised to follow up on the progress and periodically information may be tabulated in a formatted table for review and monitoring.





## 2.9 Evaluation and summing up

Duration 30 minutes

### 2.9.1 Evaluation

The resource person must distribute the printed evaluation forms to the participants.

He should give them 5-10 mts time to evaluate.

In addition a few participants may be asked to speak on the effectiveness and relevance of the training programme.

### 2.9.2 Summing up

Summing up should be organized with a motivational talk, after which the participants may be required to sign a social contract for the eradication of child labour. Format of the same is given in the next page. At the end all the participants may read out the contract together as an oath taking ceremony.

#### 2.9.2.1 Evaluation Form

Participant's Name	:	
Designation & Address	:	

**Course Evaluation—Please Note: 4 = Excellent, 3 = Very Good, 2 = Good, 1 = Fair**





### I COURSE ADMINISTRATION AND CONDUCT:

No.	Details	4	3	2	1
1.	Does the course meet objectives?				
2.	Role of the Course Director				
3.	How useful will this training be to you immediately in your job?				
4.	How useful is this training for the future jobs you may handle?				
5.	Was the course methodology appropriate?				
6.	Have you benefited from interaction with fellow participants?				
7.	Was the course material relevant and related to the course?				
8.	Was the coverage of Subjects appropriate to the objectives?				

### II PLEASE GIVE YOUR DETAILED COMMENTS AND SUGGESTIONS ON THE FOLLOWING POINTS:

Areas of Concern & Comments	Suggestions and Critical Remarks
Academy, Campus Facilities, Hostel Mess and Infrastructure	
Course Facilities, Library, Computer Centre, Classroom, Audio-Visual Equipment & Course Material	
Course Faculty, Director, Group Sessions, Workshops, Participant Seminar etc	
Interaction with other participants, faculty, resource persons, library staff and Administration	





**IV Which three sessions did you find MOST useful in the course?**

SNo.	Course Session Title	Remarks
1		
2		
3		

**IV Which three sessions did you find LEAST useful in the course?**

SNo.	Course Session Title	Remarks
1		
2		
3		

**V Improvements in working situation after the course**

SNo.	Details of Question
A	Did you get any specific idea about improvements in your working situation? YES / NO
B	If Yes, Can you spell them out briefly?
	<b>Knowledge</b>
	<b>Skills</b>
	<b>Attitude</b>
C	<b>Any other comments/observations you will like to make about the course?</b>







**VI FACILITIES: To what extent are you satisfied with the following? (Whichever applicable)**

No.	Details	4	3	2	1
1.	Hostel Reception and Room Service				
2.	Residential Accommodation including Housekeeping				
3.	Food Quality and Service				
4.	Classroom facilities, cleanliness, messages etc.				
5.	Library Facilities				
6.	Recreation Facilities				
7.	Computer Facilities				
8.	Administrative Help (Telephones, tickets, medical etc.)				
9.	Audio-Visual Equipment				





**2.9.2.2**

**Social Contract**

I the under signed participant of the child labour training held at \_\_\_\_\_ on \_\_\_\_\_ enter into this social contract with our society and the Nation on the following terms and conditions.

1. I will continue to strive hard for the eradication of child labour till the child labour is completely eradicated in my surroundings.
2. I will ensure that child labour shall not reappear in any form by enrolling all the children of our area in the school.
3. I will discourage child labour in any form anywhere.
4. I shall continue to support the actions initiated by the local bodies, Government and the NGOs.

This social contract is signed on \_\_\_\_\_ in the presence of Sri. \_\_\_\_\_

Signature of the Trainer  
(On behalf of the  
Society and the Nation)

Signature of the Participant (Date)  
Name : \_\_\_\_\_  
Address (contact details) : \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# SECTION III





## 3.1 Causes for Child Labour

**3.1.1 Demand Side Causes :** Demand side causes are those which are specific to the employers of child labour, the causes why an employer employs a child and not an adult worker.

**3.1.1.1** Greed on the part of the employer to exploit un-unionized, disciplined child workers who work for long hours in sweat shops and do works which are repetitive and full of drudgery. Child worker do not take time off for tea or beedis.

**3.1.1.2** Children work for lower wages. Whenever work has lower productivity, children are preferred as adults do not work.

**3.1.1.3** In a few Industry, myths of felt need has been floated like, 'nimble finger' needed for carpet industry and sericulture industry; 'Girl children of before puberty age group, preferred for pollinating cotton by propagating the idea that after puberty they lose divine ability for successful pollination.

**3.1.1.4** Certain low cost, low productivity technology like the use of hand charaka in sericulture reeling enhances the employment of children.

**3.1.1.5** Enforcement of child labour laws and labour laws have direct bearing on the demand of child labour. A single case of lack of enforcement encourages the competitors to indulge in more and more child labour.

**3.1.2 Supply Side Causes :** Those causes which afflicts the families and forces them to send their children for work are referred to as supply side causes.

**3.1.2.1 Poverty :** Poverty is a reason for child labour but often 'felt poverty' and not absolute poverty a cause of child labour. If poverty was the only and most important cause of child labour, all children from poor families would have been working as child labour. Incidence of child labour is rarer than the incidence of poverty. In any village many poorer parents manage to send their children to school.





As the child labour disables the child from attending to regular school and vocational training it cripples the future earning capacity of the individual thus it perpetuates poverty.

**3.1.2.2 Parental Delinquency :** Often child labour is found in such families where parents do not take responsibility to raise children and send them to school. The parents may be extravagant on spending on rituals, festivals, recreation or sometimes an addiction like drinks, betting etc.

**3.1.2.3 School related Reasons :** Often distance, direct or indirect costs, lack of infrastructure like toilets for girls, certain procedures, unsympathetic and ineffective teachers, uninspiring curriculum and pedagogy are some of the major causes why poor children and their families do not see any value in education. And when children are not at school the best alternative they find is at work place.

**3.1.2.4 Attitudinal Reasons :** A plethora of attitudinal reasons including illiteracy and lack of information with the parents, ignorance on the part of parents and the society about the ill effects and long term consequences of child labour, social apathy, lack of political will, and acceptance of child labour as a usual way of life, and thoughts that child labour is beneficial to learn family or traditional skills are all causatives of child labour.

**3.1.2.5 Lack of social securities, enforcement of labour standards like minimum wages and lack of unionization and promotion and protection of workers' rights – all contribute to child labour.**





## 3.2 Consequences of Child Labour

**Consequences of child labour is very grave on the child, society and the nation.**

- 3.2.1** Child labour is violation of Human Rights and Child's Rights.
- 3.2.2** It is violation of International Labour Standards. It may attract possible trade and social sanctions.
- 3.2.3** Child labour replaces adult labour and causes unemployment.
- 3.2.4** It deprives child of education and so increases illiteracy.
- 3.2.5** It causes child to be unskilled worker thus reduces his/her future earning capacities and thus causes him to remain poor.
- 3.2.6** Child labour along with illiteracy and poverty forms a vicious cycle, and it is difficult to get out of such cycle.
- 3.2.7** Early work affects the normal physical, mental, psychological and moral development of children.
- 3.2.8** The child worker has reduced physical and mental vigour. They get many work related injury, illness and sometimes meet untimely death or permanent disability.
- 3.2.9** Child labour may often lead to bad habits such as drinking, smoking or drug addiction.
- 3.2.10** Child labour may lead them to illegal and anti-social activities such as theft, drug trafficking, and other crimes etc.
- 3.2.11** Illiteracy, low skills, low earning capacity, lack of knowledge and wisdom forces child worker to successively more and more exploitative situations.





**3.2.12** Child labour replaces adult labour and depresses wage rates and hence it affects both wage and labour markets adversely.

**3.2.13** Child labour has demonstration effect and one case un-enforced emboldens the competitors to indulge in more and more child labour. Mass scale child labour affects the bargaining capacity of Trade Unions.

**3.2.14** Child labour and poverty may damage social peace and degrade environment.

**3.2.15** Distortion in labour and wage market due to child labour affects the cost of product and services thus affecting international competitiveness and so attracting international interest and criticism.





### 3.3 Magnitude of child labour

#### 3.3.1 Children engaged in economic activity

##### 3.3.1.1 WORLD SCENERIO

It is estimated that there are about 211million children in the age group of 5 to 14 years in economic activity in the world. This accounts for a little less than one fifth of all the children in this age group. About 73million working children are less than 10 years old. The total economically active child population in the age group of 5-17 is around 352 million. There are no significant gender differences in the age group of 5-14. But in the older age group, we can observe a widening gap, with more boys working.

##### 3.3.1.2 INDIAN SCENERIO

Total Population: 998,056,000

Child Population: 398,306,000

Interpretation of 2001 census figures by the National Labour Institute indicates that out of 203 million children between the ages of 5 and 14, 116 million are in school, 12.6 million are in full-time employment, and the status of 74 million is unknown. Most, if not all, of the 87 million, not in school, do housework, work on family farms, work alongside their parents as paid agricultural labourers, work as domestic servants, or are otherwise employed.







### 3.3.2 Child Labour in India / Karnataka State

	1971	1981	1991	2001
India	10753985	13640870	11285349	12666377
Karnataka (7 <sup>th</sup> largest among 35 State/UT)	808719	11311530	976247	822615
Karnataka as a % of India	7.5%	8.29%	8.65%	6.49%

### 3.3.3 State-wise Distribution of child labour (5-14 years) in millions (some bigger states)

<i>States</i>	<i>1981</i>	<i>1991</i>	<i>2001</i>
Andhra Pradesh	1.95	1.66	1.36
Bihar	1.10	0.94	1.12
Gujrat	0.62	0.52	0.49
Haryana	0.19	0.11	0.25
Karnataka	1.13	0.98	0.82
Kerala	0.09	0.03	0.03
Madhya Pradesh	1.70	1.35	1.07
Maharashtra	1.56	1.07	0.76
Orissa	0.70	0.45	0.38
Punjab	0.22	0.14	0.18
Rajasthan	0.82	0.77	1.26
Tamil Nadu	0.98	0.58	0.42
Uttar Pradesh	1.43	1.41	1.93
West Bengal	0.61	0.71	0.86
India	13.64	11.29	12.59





### 3.3.4 Child labour in Karnataka

#### **Girl child suffers more .... “Between the work and the daily chores, the girl child works around the clock”**

The type of work that Indian children perform is diverse. For instance, there is a strong gender stereotype with regard to the work that male and female children do in agriculture, the household, and in the unorganized industry. Studies indicate that the burden of household duties fall largely upon the female child. In rural areas girls are responsible for looking after younger siblings, cooking, cleaning, fetching, and carrying, which releases adults for more profitable and productive work. Evidence suggests that girls in the unorganized sector are engaged in low-paid, or unpaid, unskilled occupations, which do not necessarily lead to skill formation. The jobs that boys do, on the other hand, are closely related to apprenticeship training and skill formation. In general following types of child labour is found in Karnataka.

- Agricultural, cattle rearing, horticulture and fisheries;
- Bonded Labour.
- Beedi making.
- Children working in manufacturing of Agarbatti.
- Rag pickers in cities.
- Children working in mines.
- Children working in Hotels, shops & roadside restaurants/ dhaba, eatery.
- Children on streets selling balloons, balls, Gajare (Flower garlands), begging and acrobatics.
- Children in Slaughterhouse.
- Girl child as domestic workers.
- Children in Prostitution/pornography.
- Children in Garages and automobile repair.
- Commercial agriculture and plantations and food processing.
- Migrant workers and construction workers.
- Brick kiln.
- Sericulture and small unorganized manufacturing.





### 3.3.5 Trends at Regional Level

#### Ranking of Major States by percentage of Children working

<i>States</i>	<i>1983</i>	<i>1993/94</i>	<i>1999/00</i>
Andhra Pradesh	01	01	01
Bihar	12	11	12
Gujrat	10	10	04
Haryana	11	12	13
Karnataka	03	03	03
Kerala	14	14	14
Madhya Pradesh	07	06	05
Maharashtra	08	07	09
Orissa	05	05	07
Punjab	04	13	11
Rajasthan	02	02	02
Tamil Nadu	06	04	08
Uttar Pradesh	09	09	10
West Bengal	13	08	06

Have we, as consumers, ever stopped to wonder where the trinkets, ornaments, decorative pieces that we buy, the very clothes that we wear and the cup of tea that starts our day, come from?

These are examples of consumer goods that are often, the products of child labour. Many as young as 5 years old work for tireless hours, under harsh, hazardous, exploitative, often life threatening conditions, for extremely low wages. A large fraction of these child labourers are working as slaves, bonded to their 'jobs', with no means of escape or freedom, till they can repay their parents' loans. This often mean years of bondage or even a trickle down effect of bondage, where younger siblings pick up from where the older ones left off because they were either too old, too diseased, too handicapped or dead to be useful.

