



International  
Labour  
Organization

# Give them back their Childhood



Sensitization module  
for school children  
and youth on child labour



**INDUS**  
Child Labour Project

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INDUS Child Labour Project  
International Labour Organization  
Subregional Office for South Asia  
New Delhi

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**Sensitization module for school Children**

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## INDUS CHILD LABOUR PROJECT

In numerous forms and contexts, child labour exists all over India and the violation of human rights that it manifests has necessitated interventions at different levels. Being a Technical Co-operation project of the Ministry of Labour and Department of Education, Government of India and the United States Department of Labor, the INDUS Child Labour Project is a concerted effort to develop sustainable model for a future without child labour. It seeks to provide all children with their inalienable right to education and childhood, by enlisting the support of relevant Government Ministries and Departments at the national, state and local levels, employers and workers organisations, NGOs and Civil Society institutions.

The project will be implemented in five district each in the states of Madhya Pradesh, Maharashtra, Tamil Nadu and Uttar Pradesh. The sector identified for focus on a priority basis are :

- Hand-rolled bidi cigarette
- Brassware
- Hand-made bricks
- Fireworks
- Footwear (leather, rubber, plastic)
- Hand-blown glass bangles
- Hand-make locks
- Hand-dipped matches
- Hand-brocken quarried stones
- Hand-spun hand-loomed silk thread, yarn and fabric

### Beneficiaries

80,000 children are targeted under this project. There are four groups of direct beneficiaries in each district :

- Identified young child workers (5-8 years), who will be directly enrolled in regular school;
- Older child workers (9-13 year), who will be provided with transitional education and support services;
- Adolescent workers (14-17 years), who will be provided with vocational training; and
- Parent of working children, who will be organised into self-help groups and later provided with skills for additional income generation.

**For further reading on child labour related articles/information,  
please visit the following websites:**

<http://labour.nic.in>

[www.ilo.org/chldlabourusa](http://www.ilo.org/chldlabourusa)

<http://ssa.nic.in>

<http://www.mvfindia.org>

[www.yashada.org](http://www.yashada.org)

<http://www.savethechildren.org.uk>

[www.pratham.org](http://www.pratham.org)

[www.unicef.org](http://www.unicef.org)

<http://childrenrightsindia.org/cacl-updatejan2002.htm>

<http://www.cini-india.org>

[www.ilo.org/chldlabour](http://www.ilo.org/chldlabour)

के० एम० साहनी, आई० ए० एस०

भारत सरकार

के सचिव

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## Foreword

As part of its efforts to increase awareness and to initiate action to eliminate child labour, the INDUS Child Labour Project, in partnership with St. Stephen's College, Delhi initiated a youth sensitization programme. Based on the experience of conducting the programme, the students of the College developed a Youth Sensitization Module, which was subsequently tested in a number of public and private schools and colleges.

This module is written for adolescents in secondary school and in undergraduate college. It is meant to be used as a guide. It provides guidelines with regard to participatory child labour awareness training and outlines key concepts in raising awareness on the issue of child labour. The module is based upon the premise of experimental learning, and it provides necessary information and prompts adolescents and youth to learn by analyzing and reflecting on their own experiences. It includes tools for sensitization, and for planning to take an active role in eliminating child labour.

The manual provides teachers/instructors with facts, techniques, and strategies to effectively organize a sensitization workshop for adolescents and youth in schools and colleges. Divided into three parts, Section I provides factual information about child labour, including the legal safeguards that have been put in place both within India and internationally. Likewise, it informs the youth about causes of child labour and possible obstacles in eliminating child labour from society. Section II teaches ways of getting personally involved in a campaign against child labour. It provides strategies for effective involvement, such as collecting information on child labour and informing the neighbourhood about the scale of the problem. Section III is a quiz, which tests the students' understanding of the issue.

Facts are provided where needed, and framework of analyses as well, to assist adolescents in this process and lead them towards planning for action. The module stresses the need for youth to play an active role in changing mindsets, and facilitates a positive shift in socio-cultural behaviour against child labour. I hope this module will energise each one of you to work towards elimination of child labour.

6th March, 2006

(K. M. SAHNI)

# Acknowledgment

"Give them back their Childhood" is an output of a small collaborative work INDUS Project carried out with St. Stephen's College, New Delhi.

A motivated group of students met INDUS team and expressed their desire to take up "Child Labour" as a theme for the Economic Society's annual function. The Project supported them and also suggested the design and output of the programme. The key note address during the function was delivered by Mr. Herve Berger, Senior Specialist on Child Labour, Sub Regional Office for South Asia, New Delhi. While sensitization module was not an original designed output of this work, however the whole narration of the experience and the way it sensitized the young adults generated this idea that the documentation of their work should facilitate the development of a "tool" which may help other students to go through a similar experience and come out sensitized with the firm belief that Elimination of Child Labour (ECL) is an achievable goal and each one of them can contribute towards it. This module was further field-tested in a number of secondary schools of Delhi and Haryana and many inputs were received for making it effective and more user-friendly.

I would like to acknowledge the valuable contributions made by students of Economics Society, St. Stephen's College, for this module development and their Principal for his support. I would like to extend thanks to Dr. Mala Bhandari and Ms. Kalpana Sharma who field tested and gave inputs for its modifications. Ms. Shaista Dhanda enriched the content by penning down a few stories that appear in it.

The project has received tremendous encouragement for its work from Mr. P. D. Shenoy, Ex-Secretary, Ministry of Labour and Employment (MOLE), Mr. K. M. Sahni, Secretary, MOLE and Mr. K. Chandramouli, Joint Secretary, MOLE, Government of India. Mrs. Kumud Bansal, Secretary, Department of Elementary Education (DOE) and Ms. Vrinda Sarup, Joint Secretary, DOE have also provided their valuable guidance. We express our sincere thanks for the same.

I would like to thank Mr. Herman van der Laan, Ex-Director, ILO, SRO-New Delhi, Ms. Leyla Tegmo-Reddy, Director, ILO, SRO-New Delhi, Mr. Herve Berger, Sr. Specialist on Child Labour and Ms. Neelam Agnihotri for their technical and administrative support.

Dr. Gayathri Vasudevan, Project Officer - Research and Monitoring, INDUS Project coordinated this work, went through several draft versions and carefully incorporated the learnings from the field-test as well as suggestions made by other team members and Mr. D. Balasubramanian provided the requisite secretarial support in an efficient manner. A special mention of thanks for them.

Surina Rajan  
Project Manager  
INDUS Child Labour Project



Introduction

Today, I want to tell you a short story. This story is about my silent friend Harish. Harish lives in my street and I see him almost everyday. We usually never talk but are friends because we know a lot about each other. When I go to collect the morning newspaper from my gate, I see him watering plants and sweeping the front gate of the house. While leaving for school I see him coming back with a bag full of milk and some vegetables. He waves out to me and says 'bye from his gate. I leave for school and study hard there. My class teacher tells me that all children are at school, but I know Harish is not. In the evening after I come back from playing with my friends I see him carrying a small baby and standing in front of the gate. One day, after school I went to him and said to him "Harish, you are so lucky, you dont have to study and be bored" Harish answered "I dont know if Im lucky or not, but I have no time to play and I work all day. I see you and my master's son, study, play and watch TV. I think I would also be happy to do that."

After coming home I think to myself:

- If Harish says he only works and never goes to school, then how will he become a big man, like my father says to me when I dont want to go to school.
- If teacher says all are in school and father says everyone must go to school, then why is Harish not in school?
- I think I should tell my teacher tomorrow about Harish and ask her if Harish can also come with me to school.

It was not easy for my teacher to get Harish to school, but she is trying and I hope to see him in my class one day. If you know anybody like Harish who should be at school then could you tell our teachers and some other friends so we can help in getting other children like us to school.

**A story by Tariq Ahmed, 10 years, class V**



Child labour is becoming an all-pervasive phenomenon in our country, with children working everywhere, from factories and tea stalls to roadside shops and even in our homes. Of the 193 million children in India, as many as 12.59 million children (Census of India, 2001) work to earn money and help sustain their families. This is a stark reality that should put the nation to shame, but how many of us even notice the Ramus and Bahadurs running around us, at our beck and call? At the most impressionable stage of their lives, these children are learning to fend for basic needs like food and clothing. The privileged depend directly or indirectly on children's labour in homes, shops, and factories. Children work to lessen our burden of work and make our lives relatively easy.

While recognizing the need to sensitize the youth of our country to the problem of child labour, the INDUS Project, a project jointly funded by the Government of India and the United States Department of Labor, and coordinated by the International Labour Organization, has developed the following manual as a practical guide to its social implications. This manual is an introduction to the issue of child labour and its consequences in the wider arena of society. It aims to educate people and show them how they can contribute to free our society from the menace of child labour. The basic tenet of this manual is to facilitate, among the youth, an understanding of the suffering of working children. The immediate priority is to make the youth agents of social change with the objective of altering the attitudes of those directly concerned with the malady—children, parents, employers, and society as a whole. Once we recognize that child labour has negative implications for the overall growth and development of the country, the stage will be set to eradicate it from its very roots.



"My sister is nine years old, but she works in the local factory. Her boss is a bad and ugly man. He hits her and slaps her and pulls her hair if she does something wrong. He often tears her clothes. She hates him, but she can't leave the factory because my mother keeps saying that we need the money that she makes..."

-Ritu, 6 years

The manual prescribes a half-day workshop on child labour for high school and college students. The half-day will be divided into three sessions. While the first session will deal with the conceptual understanding of child labour, the second will provide a practical plan, explaining how we, as responsible civil society members, can contribute to the cause of eradicating child labour. The third session will comprise of a quiz on child labour. The participants will be given the quiz to gauge their understanding of the basic issues of child labour. This session will conclude with a discussion on a related subject.

It is hoped that this manual will be a useful tool for government departments, NGOs, and other concerned agencies to acquaint and sensitize our young generation to the gravity of the problem of child labour and mobilize popular opinion against it.





Child Labour:  
The Social Context

### Good Morning Everybody!

Have you heard the story of my sister's friend Malti?! Malti lives in my 'basti' in a different street. Ours is a very big rag pickers 'basti'. My father leaves me and my sister to school in the morning on his way to collect 'kabadi. While coming back home in the afternoon we meet Malti on our way home with her big bag full of rags and other bottles she has collected. She can collect upto 20 empty bottles in one day when she goes to the nearby station. After Malti shows us what she collected I and my sister tell her the songs and poems teacher told us. My sister too like Malti did not go to school, but when teacher told father of the good things she would learn at school, father said he would work harder and collect more 'kabadi so she could come to school with me.

Malti's mother also collects rags and one day I asked her if she could collect more rags so Malti could come to school. She said "no school will take Malti. She has no uniform or books and she is too old".

Coming back home I thought to myself:

- When my sister joined school she too did not have uniform or books but teacher gave it to us after some time.
- Malti always likes listening to me and my sister tell her what happened in school, maybe she would also like it there. In the evenings she can still collect some bottles.
- I think I should tell my teacher tomorrow about Malti and ask her if she can speak to Maltis mother and Malti can come with me and my sister to school.

A story by Madhav, 9 years, Class III

## Session I

### Training aids: Computer slides or placards



We often hear of the term 'child labour', but how many of us really understand what it means? This term has been defined in a variety of ways by organizations, agencies, and countries. The terms, 'child labour' and 'child work', are often used interchangeably. This has led to confusion and scepticism over the real issues and the priorities within the field itself. Therefore, let's first understand that...

"Child labour, as distinguished from child work, is that work which 'impairs the health and development of children'."

The International Labour Organization includes the following components in the definition of child labour:

- Economic compulsions, and
- Time and energy commitments that affect the children's ability to participate in leisure, play, and educational activities.

Child labour includes:

- Children permanently leading adult lives;
- Working long hours for low wages under conditions damaging to their health, physical, and mental development;
- Separation from families, and
- Deprivation of meaningful educational and training opportunities for a better future.



A look at the statistical profile of children in India will reveal the actual scenario:

- Total child population (5-14 years in age): 193 million (Census, 2001);
- Number of children out of school: 59 million, of which 35 million are girls. (MHRD, GoI 2002 estimates);
- India has the largest number of child workers in the world;
- Approximate number of child workers in India: 12.59 million, (Census, 2001), and
- Number of hours the child workers work on an average: 8-12 hours every day.

"In India, a 'child' is any person who has not completed his/her fourteenth year." This definition has been prescribed in the Child Labour (Prohibition and Regulation) Act, 1986. It also applies to other related laws.

Confronting such startling facts, don't you think it is unfair that while we, the privileged class, are attending formal schools, colleges, and universities, our children, the future of our country, are grappling with hunger and deprivation? They earn a living by working in places most of us would not even like to visit.

Let us now check where these children are employed. Children work in several sectors such as cultivation, agricultural labour, livestock, forestry, fishing, plantations, mining and quarrying, manufacturing, processing, servicing and repairs, construction, trade and commerce, transport, storage, and communication. There is practically no sector in which children do not perform any work.

A look around us, whether in an urban or rural area, will support this observation. Child labour is further fostered by the common myth that children work faster and are more dexterous in certain occupations such as carpet weaving because they have smaller fingers. This myth has been disproved by several studies that confirm that even in those tasks in which children are supposedly more dexterous, adult workers outnumber child workers. More importantly, their rate of physical production was greater than that of the children.

Unmindful of the working conditions, child workers toil in 'hazardous places of work every day', stripped of their basic right to fun and frolic. These hazardous places are defined in Article 3(d), ILO Worst Forms of Child Labour Convention, 1999, as: "Work, which by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of children."

We should understand that the actual determination of what is 'hazardous' and what is not is determined by the nature and conditions of work, which is left to the discretion of the concerned countries. Each country has defined such places in the



We emphasize that child labour is a problem because it:

- Negates respect for children's universal rights;
- Adversely affects the health and mental development of children, and
- Adversely influences the economic development of the society as a whole, particularly the long-term development of human capital.

context of its own environment and surroundings. In India, the fireworks factories in Sivakasi district of Tamil Nadu are known for being extremely harmful to the children working there. Accidents and injuries due to poisonous chemicals and emissions are common in these factories.

Now one may ask, what's the big deal about child labour? What if children do work in such places? Why should it be considered a problem for us, for our society?

Is it not then reasonable to expect the government to take concrete steps to combat this grave problem? It's not that our government is unaware of the prevalence of child labour or that the concerned authorities have not made any attempts to end it.

The Indian Constitution addresses the issue of child rights in various Articles and it has also put in place legislative provisions to ensure these rights.

The following articles of the Constitution prescribe provisions for checking the problem of child labour:

- \* Article 24 prohibits employment of children below the age of 14 years in any factory or mine or in any other hazardous employment;
- \* Article 39 says that the State will ensure:
  1. Protection of the health and strength of children by ascertaining that they are not forced by economic necessity to enter avocations unsuited to their age or strength, and
  2. Opportunities and facilities for children to develop in conditions of freedom and dignity. It will also ensure that childhood and youth are protected against exploitation and moral and material abandonment.
- \* Article 45 provides for free and compulsory education for children until they complete 14 years of age.

In tune with these Constitutional provisions, the Government of India has endorsed a number of protective legislations for child labour. There are distinct laws governing child labour in factories, commercial establishments, plantations, and apprenticeships. There are laws governing the use of migrant labour and contract labour. The one law encompassing all kinds of child labour is The Child Labour (Prohibition and Regulation) Act, 1986.

In addition to all this, education has now been made a fundamental right, which means it is mandatory for all children under the age of 14 to receive free and compulsory education.

This Act reiterates the responsibility of the State in the protection and well-being of children thus:

- No child below the age of 14 must be employed in a factory, mine, or any hazardous employment;
- Children should not be abused and forced by economic necessity to enter avocations unsuited to their age or strength, and
- Opportunities and facilities should be ensured for the healthy growth and development of children.

The Act prescribes penalties for the employment of children in violation of the provisions of the Act and other related Acts.

Following the prescriptions of the law, the National Child Labour Policy (NCLP) was formulated in 1987 with a focus on general development programmes for the benefit of child labour and their families and also project-based action plans in areas of high concentration of child labour so as to reduce its incidence and encourage the elimination of child labour effectively.

NCLP has envisaged the following for working children:

- Education;
- Vocational training;
- Healthcare and nutrition, and
- Social Mobilizations.

Subsequently, a high-powered body, the National Authority for the Elimination of Child Labour, was constituted in 1994/95 to withdraw children from hazardous occupations and rehabilitate them through special schools.

In the international scenario, child rights were formally recognized and adopted by the United Nations in 1989.

The United Nations Convention on the Right of the Child (UNCRC) Article 32 emphasizes the right of the child to be protected from economic exploitation and work that is likely to be hazardous or interferes with his education, or harms his health or physical, mental, spiritual, moral, or social development.

The UN Charter guarantees every child the most basic rights:

- Right to Survival—to life, health, nutrition, name, and nationality;
- Right to Protection—from exploitation, abuse, and neglect;
- Right to Development—to education, care, leisure, and recreation, and
- Right to Participation—to expression, information, thought, and religion.

The Government of India ratified the UN Convention on the Rights of the Child in December 1992.

The Government of India was amongst the first countries to sign a Memorandum of Understanding with the ILO to start work on child labour.

An important question that arises here is why is child labour still rampant in all forms in India despite all this protective legislation and other measures? Why are millions of children still deprived of and denied their fundamental rights?

Let us discuss the reasons why children work and to what extent this work is a voluntary or compulsive act. Many reasons have been offered as the cause of child labour.

Poverty is the chief cause of child labour. Child workers usually belong to poor families that have an unstable and irregular source of income. The children's earnings are very important for the basic sustenance of such families. Their earnings may be small, but are often stable. In the absence of a regular parental income, these children remain in the vicious circle of poverty and deprivation, which it is almost impossible for them to break out of.

In many cases, children are subjected to work in hazardous conditions due to lack of credit facilities: The parents are forced to take an advance payment and the whole family has to work to repay the advance (thus creating an endless circle of exploitation). Moreover, since these children are made to work from a very tender age in one particular line of work, they find it extremely difficult to adopt a different occupation later in a different environment.

In addition to poverty, the other causes of child labour are:

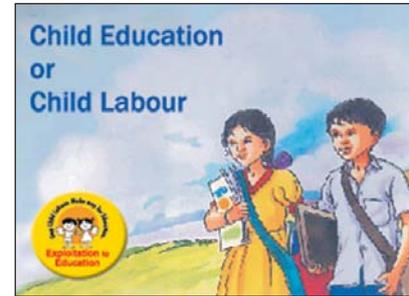
- Inadequate schools;
- Lack of schools, and
- Expense of schooling.

It is often argued that being a child worker may mean a head start in a career and acquiring vocational training in a particular field. This argument is baseless, for it has been widely observed that children are given:

Types of jobs childworkers perform

- The most menial jobs;
- The longest and hardest work;
- The least payments, and
- The work that adults refuse, for reasons of safety or otherwise.

There is very little gain or value addition to the children's existing skill-set or know-how. The monotonous and exhausting tasks performed by children leave them no scope for any skill or training. When the children become adults, they are fired and other children hired to do the work they used to do. So, the children remain untrained with practically no skills whatsoever.



Moreover, the general working environment in most industries and factories is hardly conducive to training and skill formation. Children work in cramped spaces with poor ventilation and sanitation facilities. The long working hours (nearly 12-13 hours per day) and abysmally low wages make their condition more appalling. In addition, children who are forced to relocate from the factory site to homes have to contend with even worse working conditions. In such a scenario, where is the scope for the growth and development of the child?

One may argue that children should be allowed to work in non-hazardous occupations because their families need their earnings for basic subsistence. This is a tricky argument. We should remember that the word 'hazardous' is a debatable point because it refers to what is hazardous to the child rather than the inherent hazardous nature of the work. Even apparently non-hazardous jobs in tea-stalls, restaurants, and households can cause enormous damage to the psyche of the child.

Any kind of employment that involves long hours, denies children their right to development, medical care, education, recreation, leisure, and play can cause long-term psychological trauma and stunted growth in a child.



However, at the same time, knowing the abject poverty conditions in the country and, therefore, the need for children to work for the family, the Government of India has not enforced a blanket ban on the employment of children. This is in cognizance of the fact that economic necessity may at times override personal and social adversities. In this context, the Supreme Court has also passed an important judgement, which prevents the employment of a child in hazardous occupations (*M C Mehta vs the State of Tamil Nadu*).

"I stop, I halt, I notice, who is this little, frail girl working in my house? Why is she not playing outside like my sister is? Why is my mother shouting at her? Why is she working? Why didn't I think of this before?"

Here, one may argue that when trade unions are meant to safeguard workers' interests, why do they not take a stand against child labour? The reason is that general firms and industries with organized trade unions do not employ children. If at all, representation from these factories/industries in these unions is minimal. The unorganized and cottage industries sectors have no formal set-up of trade unions. In any case, labour unions focus more on better wages and amenities for the workers and have very little resources to actively take up the cause of child labour.

To sum up, we have scratched the surface of a serious issue for you all to understand: What it means to employ children for work, and who loses and who benefits. In the next session, we will discuss the ways and means to check the menace of child labour around us.





Contributing to the  
Cause of Child Labour

I would like to tell you a story. My father makes really strong locks. When I was younger I used to go with him to the workshop where he works and watch him. Now I go to the school nearby and stay there till lunch-time. Many times my mother asks me what I learnt at school today. She tells me that I should study hard like Ramesh from the nearby village who studied and got a job in town.

One day I was reciting the table of 5 with my grandmother. Suddenly, my grandmother heard the voice of a knife sharpener and asked to come in and sharpen our old knife. Harpal came in. He was as tall as my elder brother. He said to me "What are you doing?" I told him "I am reciting the table of 5; teacher says it is a very important table." Harpal gave me a puzzled look and started sharpening grandmothers knife. After some time he finished sharpening the knife and also recited the entire table of 5 easily! I went inside to tell mother and when I came back Harpal had already left.

I thought to myself:

- If teacher met Harpal she would very happy as he learns so fast. But how will the teacher meet Harpal? Harpal does not come to school.
- Maybe, Harpal does not know where our school is or that even he came easily come to school.
- I will find out from father where Harpal lives and tell teacher tomorrow about Harpal and ask her if he can also come to our school.

**A story by Jagat Singh, 8 years, class III**

## Session II



This session will be devoted to a discussion on our role and contribution in freeing our society from child labour. We, as responsible civil society members, have a duty to ensure that every child gets a healthy childhood and grows into an able adult. We may begin with any strategy from talking or publicizing this issue to reviewing our own lifestyles to ensure that we are not direct or indirect beneficiaries of child labour.

If you want to get involved in a fight against this social evil in all its manifestations, here's a practical guide on how you can start. The three key words are *Communicate*, *Investigate*, and *Participate* (CIP). Begin at a personal level. If you feel you can contribute more time and effort, start an initiative in your locality, city, or town. Then go on to Level 3 on how to network with other similar groups involved at the national or even international level.

### What can you do?

"What we are doing is just a drop in the ocean. But if that drop was not in the ocean, it would be less because of that missing drop." — Mother Teresa

### Level 1: Communicate

At the initial level, publicity and spreading awareness is the key to the success of any endeavour against child labour. Since child labour is a socially complex issue, popular support is very necessary so that the public authorities can wage a war against it.

Your involvement at a personal level may be in these forms:

- Talk to friends, parents, teachers, and other relatives about the psychological, physical, mental, and emotional trauma experienced by child workers;
- Ask questions, raise related issues, and try to convince people about their importance;
- Highlight these four aspects of child labour while spreading the message:
  1. Children are exposed to hazardous conditions, abuse, and exploitation at workplaces—this is morally incorrect and a criminal offence;

2. It is a gross violation of human rights;
  3. By being its indirect beneficiary, you condemn these children and their families to a permanent cycle of poverty and exploitation, and
  4. Putting an end to child labour does not imply depriving them of the means of subsistence.
- Collect money, old clothes, books, and toys and distribute them to child workers with whom you are acquainted, and
  - The most common instances of child labour include domestic servitude, rag picking, and scavenging. Make an attempt to help any such children whom you know so that they don't have to work to support their families. You could help them financially, teach them, or try to make their lives a little less miserable in any manner you please. Since domestic servitude is a common practice in urban areas, the employers should be convinced to not employ small children for household chores and, instead, send them to local formal or informal schools.

## Level 2: Investigate

LOOK around you, do you see children living and working-

- In shacks, 'bastis' and in our homes?
- In our community, just like us, only working and not going to school?
- In our school canteen or outside our school?
- In our college canteen serving us?
- On your railway stations, living on platforms?
- In our city 'jhuggis' or slums?

Such instances of child labour can be found everywhere in our neighbourhood, community, school, college, city or district.

On observing these, you can INITIATE the following activities:

- Start your very own research or study group to gauge the effect of child labour on the local economy of your area, e.g. analyse the economic implications for your local bottling plant if child labour was replaced by adult labour;
- Compile a list of child workers, their families, the nature of their work, and their working conditions in and around your locality;
- Make the compiled data available to local organizations engaged in this field;
- Write petitions and appeals in newspapers, magazines, and periodicals to take action against employers exploiting children for personal economic gains, and

- Employ any of the following measures to generate greater awareness about child labour:
  1. Rallies and processions;
  2. Posters, wall hangings, banners, and collages;
  3. Distribution of pamphlets and stickers;
  4. Sign boards;
  5. Street plays;
  6. Door-to-door campaigns, and
  7. Meetings with parents of child workers, community leaders, and employers.

### Level 3: Participate

After mobilizing public opinion against child labour at the local level, you can take up the cause at the state or national levels. For this, you have to:

- Organize workshops, seminars, debates, and discussions to spread awareness about child labour. Invite reputed community leaders, social reformers, policy makers, and local politicians to address related issues at such events;
- Arrange fetes, local concerts, and community games to raise funds for organizations and agencies involved in the rehabilitation of child workers;
- Involve trade unions and employers' organizations to disseminate information on child labour;
- Use the print and television media effectively to spread the message by making a documentary film, designing a website, or making posters, banners, and stickers;
- Network with similar minded individuals and organizations, mobilize and motivate them, and start a nationwide movement against child labour, and
- Volunteer to work with local NGOs and youth *mandals* to address the issues in larger forums and participate in campaigns against child labour. These organizations welcome volunteers on the basis of their commitment to the cause. One has to approach the organization, communicate one's inclination, and find out how one can work with the organization to promote the cause. (An organization's volunteer form should be shown to and discussed with the participants.)

To conclude, it must be said that while ground realities have to be acknowledged while dealing with such a vexed and complex issue like child

labour, our ultimate objective must be to stamp out this social evil from our lives and our society.

"A community and a country that tolerates inhuman forms of child labour have no future."

The development, growth, and prosperity of a nation depend primarily on how its children are treated and what opportunities are made available to ensure them a healthy childhood. With this objective in mind, a broad alliance of all the social, political, and economic forces needs to be built to fight this menace on all fronts.

We hope you will join this alliance.  
Your participation can make all the difference.



## Quiz on Child Labour and Discussion

## Rafiq the Tanner

Our Dharavi is known by one and all. My father came to Mumbai from Satara as a little boy. He joined my Uncle's tanning workshop and has been making leather products ever since. My mother also works there till lunch sewing bags and jackets. I study in class IV and go to my school behind the vegetable market in Dharavi.

My mother tells me that before she married father, she used to sell fruit outside my school. She says she would have liked to wear uniform and go to school. When I was young my mother fought with father and put me in school. She says to me that I must study and build a 'pakka house away from the smell of leather and skins. Rafiq is a friend of mine who works in another tanning house. One day his employer removed him as he came to the workshop late. When I met him he asked me to ask father if there was any work for him at my uncles workshop. As I was walking back home, I thought to myself:

- What if instead of working in my uncles workshop Rafiq could come with me to school.
- I know that Rafiq would like school more than cleaning and tanning skins all day. Even father does not like it.
- I will speak to him tomorrow and ask him if he would like to come with me to my school. Even if Rafiq's mother cannot come, I can get my mother to speak to our teacher.

A story by Salim, 10 years, Class IV

## Session III

This session is devoted to a quiz on child labour (Annex I).



The participants will be given a quiz with the idea of gauging their understanding and grasp of the issues related to child labour. The quiz will comprise multiple choice and open-ended questions to be attempted within a duration of 30 minutes.

### Discussion

The workshop will conclude with an interactive discussion on related subjects. The issues of discussion will centre around what the participants understood about the basic concept of child labour, its economic and social implications, the need to eliminate it from our society, and how best we can contribute to the cause. The participants should be encouraged to share their personal views and perspectives on these issues. Subjects for discussion can also be drawn from the participants' replies in the quiz. The participants should then be asked to prepare individual action plans, which, along with their views and perspectives on child labour, should be exchanged amongst the group.

### Quiz

#### A. Knowledge and understanding of child labour

1. Who is a 'child', according to Indian law?
  - (a) Any person below the age of 12 years
  - (b) Any person below the age of 14 years
  - (c) Any person below the age of 16 years
2. Who, according to you, is a child?
3. How many child workers are there in India?
  - (a) 1-3 crores
  - (b) 6-10 crores
  - (c) 12.5-16 crores
4. Do you know what the Government of India's stand is on child labour?
  - (a) Yes
  - (b) No
  - (c) Can't remember



5. Do you think there should be a blanket ban on all forms of child labour in India?
  - (a) Yes
  - (b) No
  - (c) Can't say
6. Under Article 24 of the Indian Constitution, "No child below the age of 14 shall be employed to work in any factory or mine, or employed in any hazardous employment." Do you agree with this? Please substantiate your answer.
7. Has the Government listed and detailed out what exactly constitutes 'hazardous' employment?
  - (a) Yes, it has
  - (b) No, it has not
  - (c) I don't know
8. What, according to you, are the components of 'hazardous' employment for children?
9. In your opinion, is it all right to employ children in 'non-hazardous' forms of employment?
  - (a) Yes
  - (b) No
  - (c) Can't say
10. What do you think is the primary cause for children working at a very young age?
  - (a) Poverty
  - (b) Illiteracy and lack of education facilities
  - (c) Family indebtedness
  - (d) All of the above
11. Where do you think is the higher incidence of child labour in our country?
  - (a) Rural areas
  - (b) Urban areas
12. In which sector is child labour usually to be found?
  - (a) Agriculture
  - (b) Manufacturing
  - (c) Mines and Factories

13. Do you believe that children have nimble fingers and are therefore more capable and skilled in certain occupations than adults?
  - (a) Yes
  - (b) No
  - (c) Maybe
14. If you answered (a) or (c) for Q13, please name a few such industries in which children are likely to be more productive than an average adult.
15. Do you believe that starting to work at an earlier age gives children a head start in their careers?

#### B. Child labour as a social issue

1. How strongly do you feel against the practice of child labour in the country?
  - (a) Very strongly
  - (b) Strongly
  - (c) Least bothered
2. Do you think child labour is a problem or menace in our society?
  - (a) Yes
  - (b) No
  - (c) Can't say
3. Are you aware of the most recent legislations on child labour in India?
  - (a) Yes
  - (b) No
  - (c) Don't know
4. Do you think that the existing legislations are sufficient to deal with the problem?
  - (a) Yes, they are very comprehensive
  - (b) Maybe, however, they can be improved upon
  - (c) No, they are totally ineffective
5. What do you think the Government should do to enforce child labour laws strictly in the country? Give some suggestions.

#### C. What you can do

1. Now that you are acquainted with the basic facts about child labour, to what extent would you like to get involved?
  - (a) Feel very strongly about the entire issue and would like to be involved up to Level 3

(b) Not really sure if I can give that much time. However, I would like to do something constructive in my community and city

(c) Don't have the time or energy to do much. However, I could speak to people I know and educate them on this issue

(d) Hardly interested. I don't want to be involved at any level

2. Why do you think we should spread awareness about child labour?
3. If your teacher has employed an 11-year-old boy as a domestic help, how would you convince her that this is unethical and immoral?
4. You want to collect money to organize a health camp for street children. How would you go about collecting the money? List any three possible schemes.
5. List any 5 measures you could undertake to spread awareness about child labour in your school/college/locality.
6. Your community market sells matches, brassware, and locks made by industries that have a heavy concentration of child labour. Can you formulate an action plan to check this?
7. Name any three national-level organizations working for the elimination of child labour.
8. Your final take on child labour is...
  - (a) Child labour is a grave criminal offence and essentially immoral. No civilized society should tolerate this evil. There should be an immediate blanket ban on child labour
  - (b) However grave this social evil may be, there are practical problems involved in imposing a blanket ban, which would result in massive unemployment and hardship to the families of the child workers. Therefore, the ban should be implemented in phases
  - (c) Banning child labour is impractical and will cause more problems than it can solve. Therefore, better working conditions and higher wages for working children should be the main agenda
  - (d) There is no need to do anything about this issue





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## Readership Feedback Form

### Give them back their Childhood

It would be appreciated if you could complete this questionnaire and return it to us, by air mail or fax, at the above mentioned address:

**1. Please indicate (by ticking) your assessment of the quality of the publication on:**

	Excellent	Good	Average	Poor	Very Poor
Content					
New insights					
Presentation and lay out					
Readability					
Overall quality					

**2. A. How useful is the publication to your work (please tick)**

Very useful	Useful	Not so Useful	Not Useful At All

**B. If (very) useful, please give examples of how this publication has contributed, and / or is contributing to your work, and in what area(s):**

**C. If not (so) useful, please explain the reason(s)**

**3. Do you have comments/suggestions for the improvement of the publication?**

(a) On language, presentation and lay-out, dissemination, etc.

-  
-

(b) On subject area(s) and coverage of issues

-  
-

**4. Would you be interested in receiving our other publications?**

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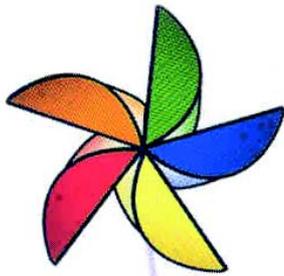
Date:

**Thank you for your kind cooperation in completing and returning this questionnaire to us!**



## INDUS CHILD LABOUR PROJECT

### Children



And a woman who held a babe against her bosom said,  
'Speak to us of Children.'

And he said:

Your children are not your children.

They are the sons and daughters of Life's longing for itself.

They come through you but not from you,

And though they are with you, yet they belong no to you.

You may give them your love but not your thoughts.

For they have their own thoughts.

You may house their bodies but not their souls,

For they have their own thoughts.

You may house their bodies but not their souls,

For their souls dwell in the house of tomorrow,  
which you cannot visit, not even in your dreams.

You may strive to be like them, but seek not to make them like you.

For life goes not backward nor tarries with yesterday.

You are the bows from which your children as  
living arrows are sent forth.

The archer sees the mark upon the path of the infinite, and He bends  
you with His might that his arrows may go swift and far.

Let you bending in the archer's hand be for gladness;

For even as he loves the arrow that flies,  
so He loves also the bow that is stable.

A poem by Khalil Gibran





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