



New Delhi Office
Cluster Office for Bangladesh,
Bhutan, India, Maldives,
Nepal and Sri Lanka

Exploring Education Strategies to Address Child Labour in India

Summary Report of the Technical Consultation

12 June, 2015 | New Delhi, India



TABLE OF CONTENTS

Group Photo	5
Introduction.....	7
Summary of the Consultation	11
1. Opening remarks	11
2. Technical session	14
2.1. Child labour considerations in the education context	
2.2. Children’s work: a perspective from national household surveys	
2.3. Visualization of prevalence patterns of child labour	
2.4. Child labour and education linkages: evidence from longitudinal study	
2.5. Experiences of addressing child labour in seven states	
2.6. Remarks by the All India Organization of Employers	
2.7. Remarks by the Bharatiya Mazdoor Sangh	
2.8. Government of India’s recent initiatives and developments on child labour	
3. Discussion toward education strategies to address child labour in India	21
Some suggested strategies/actions going forward	26
List of Annexes	31
Annex I: Meeting Programme	
Annex II: List of Participants	

GROUP PHOTO



Participants of the 14th Annual World Day against Child Labour event held in New Delhi

Participating agencies and partners:

Government: V.V. Giri National Labour Institute, Ministry of Women and Child Development, Child Labour Division, Ministry of Labour & Employment, Ministry of Statistics and Programme Implementation, Ministry of Human Resource and Development (MHRD).

Social Partners – Employers’ and Workers’ Organizations: All India Organization of Employers, Standing Conference of Public Enterprises, ASSOCHAM, PHD Chamber of Commerce and Industry, Laghu Udyog Bharti, All India Central Council of Trade Unions (AICCTU), All India Trade Union Congress (AITUC), All India United Trade Union Centre (AIUTUC), Bharatiya Mazdoor Sangh (BMS), Indian National Trade Union Congress (INTUC), Labour Progressive Federation (L.P.F.), IndustriALL South Asia Regional Office, Rashtriya Sanskriti Sansthan.

Commissions/Institutes/Research agencies/Foundations: National Commission for Protection of Child Rights (NCPCR), Collective for Advancement of Knowledge and Action on Women’s Livelihood Rights (CAWL), Ennovent, Institute for Human Development (IHD), Young Lives India, Ankur Society for Education, HAQ Centre for Child Rights, Amity University, NR Management Consultants India Pvt. Ltd. (NRMC), Independent Thought, Karma Consultants, Asian Center for Entertainment Education (ACEE), LNMU.

NGOs/iNGOs: Butterflies, SOS Children’s Villages International, World Vision India, Bachpan Bachao Andolan, India Alliance for Child Rights, Chetna Organization, Centre for Responsible Business (CRB), National NGO Coalition on Child Rights, Action Aid Association, PCI India, Don Bosco National Forum for the Young at Risk.

United Nations: UNESCO, UNICEF, ILO, UNH

The complete list of participants is provided in Annex II.

INTRODUCTION

According to recent global estimates, 168 million children aged 5-17 and 120 million children aged 5-14 are involved in child labour, with boys and girls in this age group almost equally affected.¹ This persistence of child labour is rooted in poverty and lack of decent work for adults, lack of social protection, and a failure to ensure that all children are attending school through to the legal minimum age for admission to employment, among other factors.

According to a recent ILO Report on South Asia,² based on national (government) household surveys³, more than 88 per cent of all children aged 7-17 in India attend school, with children in employment less likely to be doing so than elsewhere in South Asia. The school attendance rate drops from 93.5 per cent among 7-14 year olds to 74.3 per cent for 15-17 year olds. The school attendance rate for children drops by more than 6.5 per cent per year for children over 14 years of age. In addition, only 12.8 per cent of 7-17 year old children in employment also attend school in India; less than half the rate of comparable children in Bangladesh, Bhutan and Sri Lanka⁴. The Report also estimates over 12.9 million 7-17 year olds, i.e. 5.1 per cent of the total, as being in employment, primarily working in agriculture and unpaid family work. Over 5.7 million 5-17 year olds are engaged in child labour, with 2.5 million 15-17 year olds in hazardous work, boys being more likely to be engaged in child labour than girls.

According to the government's U-DISE 2013-14, the enrolment rate is 97 per cent for elementary level and 76.64 per cent for secondary level. The data also shows that 36.3 per cent of children dropout before completing the full eight years of their elementary education, and the number of dropout children increases as children move on to secondary level. Along with the drop in attendance above, the data shows that while access to education is good at elementary level (enrolment rate of 97 per cent), there are challenges with attendance and dropout. For secondary level, there are challenges with both access and attendance.⁵

It is well recognized that countries addressing child labour find that the lack of access to quality education is a key driver of child labour, and that child labour itself prevents children from accessing or fully benefitting from schooling. The theme for the 2015 World Day against Child Labour is **“No to child labour - Yes to quality education.”**

Globally, the World Day against Child Labour this year will focus particularly on the importance of quality education as a key step in tackling child labour and calls for:

- Free, compulsory and quality education for all children at least to the minimum age for admission to employment and action to reach those presently in child labour;

¹ *Marking progress against child labour: Global estimates and trends 2000-2012*. ILO 2013

² *Measuring Children's Work in South Asia: Perspectives from national household surveys*. ILO 2015

³ Employment-Unemployment Survey (national sample survey) - Round 68, 2011-2012

⁴ Similar data is not available for other countries in South Asia

⁵ *(SRI-IMRB Study for MHRD, Govt. of India, 2014) an estimated 6 million elementary school children are out of school*

- New efforts to ensure that national policies on child labour and education are consistent and effective;
- Policies that ensure access to quality education and investment in the teaching profession.

In India, the ILO and UNICEF have partnered since 2008 in joining the global movement in marking the World Day against Child Labour. Over a period of seven years, this partnership supported the autonomous government body, the National Commission for Protection of Child Rights (NCPCR), established in 2007 under the Commission for Protection of Child Rights Act, 2005. In 2008, with the theme of child labour and education, the national event was followed by state (regional) campaigns on the same theme, culminating in a national conference that brought together a broad range of stakeholders, including from the Ministries of Labour and Employment, Women and Child Development, parliamentarians, employers' and workers' organizations, civil society organizations and other concerned government agencies, together with the children. Over the years, the national WDACL event was supported by similar events in the States.

On 12 June this year, the V.V. Giri National Labour Institute (NLI), an autonomous body of the Ministry of Labour and Employment, in collaboration with the ILO, UNICEF and UNESCO, organized the Technical Consultation on Exploring Education Strategies to Address Child Labour.

The Technical Consultation provided an opportunity to share global information as well as evidence and experiences from India as related to child labour and education, with a view to encouraging policy dialogue and action on evidence-based education strategies. In this context the following, among other work, will be presented and discussed.

Brief presentations on the nature and extent of child labour and education from the child labour point of view, as reflected in national government surveys and global reports, introduced the context of the Technical Consultation.

The analysis of a recent Report titled Perspectives on Children's work and Schooling: based on longitudinal data from Andhra Pradesh and Telangana, produced by Young Lives India, was presented with a view to informing the discussion on education strategies to address child labour.

Experience was presented from projects in seven states (Andhra Pradesh, Gujarat, Karnataka, Maharashtra, Rajasthan, Tamil Nadu and Uttar Pradesh) that worked on the issue of child labour in cotton fields and carpet and metal-ware industries and informed strategic policy orientation in these states.

A presentation was made on the Government of India's National Child Labour Project (NCLP) Scheme⁶ in the current context of the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act).

⁶ The NCLP was initiated Scheme in 1988, pursuant to the 1986 Child Labour Act and the 1987 Child Labour Policy, to rehabilitate working children withdrawn from hazardous work.

The consultation was attended by participants representing a range of stakeholders including Government, related autonomous bodies of the Government, employers' and workers' representatives, NGOs/INGOs, researchers, academia, media, development partners and UN agencies. The list of participants is provided in Annex 2.

Objectives

This technical consultation aimed to:

- Contribute toward improved understanding of issues related to child labour and education and responses thereto by examining findings and outcomes of recent reports and discussion.
- Identify key education strategies that can inform policy and action to address child labour in India.

Outcomes

The technical consultation successfully contributed to:

- The participants' understanding of children's work and education situation, particularly in India.
- The sharing of the participants' ideas, views and knowledge helped to inform the work of the organizers and the participants and acted as a catalyst for further dialogue, research and action to address child labour.
- Providing a space for dialogue between the Government of India and a diverse set of stakeholders, including Employers' Organizations, Trade Unions, Civil Society Organizations and UN agencies on the new amendment to the Child Labour (Prohibition and Regulation) Act of 1986. Participants used the platform to put forward their concerns, thoughts, and recommendations to the Government of India regarding the new amendment.
- Bringing out the need for proper data collection on child labour so we can have accurate, up-to-date figures. Once we have this data, its presentation is crucial to make it easier to utilise and inform interventions.

SUMMARY OF THE CONSULTATION

1. Opening Remarks

- a) Welcoming the participants, *Ms. Sherin Khan from ILO*, briefly introduced the theme for this year's World Day against Child Labour, 'No to child labour - Yes to quality education', and talked about the importance of commemorating this day each year. She mentioned that while initiatives for the prevention of child labour were ongoing, discussions such as these would enable all participants to learn from each other and collaborate better to put an end to child labour. She continued to introduce the speakers for the opening session and noted that the consultation was a collaborative event.
- b) *Mr. P.P. Mitra from the Ministry of Labour and Employment*, began by sharing the Government of India's three pronged approach to addressing child labour. The first was through legislation and he went on to explain the recent amendment to the participants, stating that given the social realities in India, it is important to allow children to help their parents in a family enterprise and that is what the amendment aims to do. The second focus of the government is to improve the working conditions, livelihood and nutrition levels of working children by converging the programs of various social sector ministries, and the third is initiatives under the National Child Labour Project (NCLP). He noted the importance of education to increase the future income levels of children and concluded by saying that his main expectation from the meeting was to receive concrete proposals on how the Government of India should carry out the skill development of children. He also stressed on the need to identify the reasons why the dropout rate after the age of 15 years continues to be extremely high.
- c) *Mr. Joachim Theis from UNICEF* reminded the participants of the previous year's theme and discussion on the links between child labour and social protection but questioned whether anything had changed for working children over the past twelve months, in terms of any new social protection schemes, new initiatives in the education sector, or actions by the Labour Department to ensure that students are in school and learning, rather than exploited and deprived of a better future. He welcomed the legislative amendment of the Child Labour Act of 1986, but stressed that it must be in consonance with all the rights of the child, as laid out in the Convention on the Rights of the Child (CRC). He said that it was important that the Act does not make it more difficult to protect children from exploitation and that it takes into account the views of various agencies working on the protection of children, as well as a range of other stakeholders including working children themselves. He remarked that while child labour rates have declined over the past decade as a result of greater investments in education, the RTE, mid-day meals, stipends and other social protection schemes, the decline had in fact slowed and in many states had come to a stop. He urged the participants to collectively rethink strategies to reduce child labour among the last quintile, i.e., the poorest and most marginalized groups, including children of migrants and bonded labourers, traffic children, children affected by civil strife, and others, who we have been ineffective in reaching using the

same forces that have reduced child labour among the other 80% of India's children. Giving a few examples of such strategies, he added that there were many more concrete suggestions in education, child labour and protection literature in India and that it was his sincere hope that the meeting would lead to concrete and prioritized action steps for those children who are currently being missed out.

- d) *Mr. Alisher Umarov from UNESCO*, opened by reiterating UNESCO's commitment to eliminating child labour and bringing children to quality education, stressing on the latter as the new dimension added in this year's World Day against Child Labour. He urged participants to be critical and to talk about tangible action steps, adding that discussions must include individual cases of the most vulnerable populations since every single child remaining in child labour is a tremendous act of violence. In 2014, two UNESCO studies in Orissa and Arunachal Pradesh looked into the special trainings that were being conducted by the government for child labourers or out-of-school children to help mainstream them into schooling. The studies found that not only were the numbers roughly the same as 10 years ago, but additionally, the RTE implementation was very poor, special trainings were not being organized properly and there were no programs, trained teachers, provisions, or funding allocated for special trainings. 99% of children dropped out after the special training and enrolment and there was no mechanism in place to monitor this. He reminded the audience of the need for four main things. The first was more advocacy to bring child labour to the forefront. Times of India published that out of 628 raids conducted by the government in 2014, no incidences of child labour had been discovered. With child labour becoming more advanced, it seemed as if it is easier of governments to deny the existence of child labour than take measures by allocating funds and organizing programs. His second recommendation was to take up the issue of child labour with the new government as he has seen no Member of Parliament express concerns regarding the plight of children in labour. Third, as a country, India must be proactive in making child labour the number one priority by discussing it openly on global platforms like the upcoming UN General Assembly in New York in September, 2015. Lastly, he suggested an open and honest dialogue with the Government of India on the issue of child labour, adding that he was pleased to see the V.V. Giri National Labour Institute initiate and support the consultation.
- e) *Ms. Panudda Boonpala from ILO*, began by thanking the Ministry of Labour and Employment, V.V. Giri National Labour Institute, UNICEF and UNESCO for organizing the event along with ILO. She then thanked the participants for attending the meeting, noting how the diverse range of stakeholders present was certainly a good start. Sharing figures from the ILO child labour trends report released in 2013, she stated the number of children in child labour has declined by one third since 2000, from 246 million to 168 million 5-17 year old children. More than half of them, 85 million, are in hazardous work (down from 171 million in 2000). The most recent global estimates suggest some 120 million children between the ages of 5 and 14 are involved in child labour, with boys and girls in this age group almost equally affected. This persistence of child labour is rooted in poverty and lack of decent work for adults, lack of social protection, and a failure to ensure that all children are attending school through to the legal minimum age for admission to employment. She reminded everyone that this year's

World Day against Child Labour calls for free, compulsory and quality education for all children at least to the minimum age for admission to employment and action to reach those presently in child labour, new efforts to ensure that national policies on child labour and education are consistent and effective, and policies that ensure access to quality education and investment in the teaching profession. Quoting a recent ILO report, *Measuring Children's Work in South Asia: perspectives from national household studies*, she said that over 2.5 million 15-17 year olds are involved in hazardous work in India and the largest share of children employment in the country is unpaid family work and in the agriculture sector. Therefore, while progress has been made there is still a lot more to be done in collaboration with partners like the government, other UN agencies, employers' and workers' constituents, and CSOs. She concluded by saying that as the Amendment to the Child Labour (Prohibition and Regulation) Act, 1986 moves forward, she looked forward to the ratification of ILO child labour Conventions No. 138 and No. 182 by the Government and to further re-invigorated efforts in partnership with them.

f)



2. Technical Sessions

2.1. Child labour considerations in the education context

Mr. Alisher Umarov, Chief of Education and Programme Specialist, New Delhi Cluster, UNESCO began by sharing images of working children in hazardous, production and entertainment industries to help participants contextualize his remarks and recommendations. He pointed out that child labour affected both girls and boys and many working children have had parents who were also labourers who often had a very short life span owing to their hazardous occupation from a young age. This cycle needs to be stopped by those observing World Day against Child Labour.

Speaking about education being the foundation of lifelong prosperity, good health, nutrition, security, peace and tolerance between nations, he mentioned that in May 2015, education leaders from around the world met in Incheon, South Korea for the World Education Forum where they discussed a broad education agenda and proposed goals for the next 15 years. This year, the United Nations will adopt the ambitious Sustainable Development Goals (SDGs), a set of principles that will guide the global development agenda through 2030. The SDGs' new education goal (Goal 4) of "inclusive and equitable quality education and lifelong learning opportunities for all" is absolutely vital and its first target is to "ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, by 2030." He stressed on the importance of the terms 'inclusive', 'equitable' and 'quality' in the SDGs as they will go a long way in ensuring that future education strategies account for some of the shortfalls of the MDGs.

He then went on to introduce the UNESCO Institute for Statistics' (UIS) interactive map that presents statistics on out-of-school children using animation and cartoons, making data easy to understand and use. The tool, which can be found on the UIS website, allows a user to pull information about out-of-school children in urban/rural or rich/poor households and by gender or region, among other categories. Mr. Umarov also spoke about the UN Secretary-General's commitment to the "Education First" initiative that focuses on three main priorities: putting every child in school, improving the quality of education and fostering global citizenship. He pointed out that states in India use different approaches to address child labour and recent studies have shown that West Bengal, Jharkhand, and Gujarat have seen no reduction in child labour rates over the past three years. He put forward a three-step action plan for the participants of the consultation. The first was to promote the importance of proper data collection on child labour among ministries while the second was to individually reach out to neighbours and peers who are employing child labour to stop them from doing so. The final was to create awareness, especially by involving children, so that everyone is cognizant and alert about the harmful consequences of the practice of child labour.

2.2. Children's work: a perspective from national household surveys

Ms. Sherin R. Khan, Senior Specialist on Child Labour, South Asia, ILO began her presentation by highlighting the eight core conventions that all ILO member states respect, promote and realize that relate to the abolition of child labour. These include fundamental human rights at the work place, freedom of association and collective bargaining, elimination of discrimination in respect to employment and occupation and elimination of forced and compulsory labour and they extend to a number of other child rights and protection frameworks.

Introducing the focus of her presentation, a report ‘Measuring Children’s Work in South Asia: Perspectives from national household surveys’, she explained that labour force surveys and other household surveys were used to compile data related to child labour in seven countries in South Asia. The report’s seven country analysis provides interesting insights into how child labour trends may be similar or dissimilar in countries within the same region and the possible reasons for this. Ms. Khan also noted that the figures in the report represent child labour and not the broader category of children in employment in which numbers are higher. According to the report, the child labour estimates in South Asia are 16.7 million for 5-17 year old children, which is a lower-bound estimate. The young, 5-11 year-old children, make up about one-fifth of all child labourers in South Asia. She shared that in Nepal, there are 1.7 million working children in the 5-14 year category and the incidence rate is 28.6 per cent. Therefore, she noted, it was important to view absolute numbers along with the incidence rates to gain the entire picture of child labour in a specific country.

The statistics pertaining to India in the report were shared, including children aged 5-11 years in economic activity, children aged 12-14 excluding those in light work, children aged 15-17 years in hazardous work and total in child labour in 5-17 years. For example, hazardous work for boys between ages 15-17 was found to be extremely high at 2.1 million. Statistics capturing child activity for 7-14 year olds were shared which included four categories: only employment, only schooling, employment and schooling and neither activity. The last category, Ms. Khan shared, is an area of concern as it means that in India, there are 9.6 million children who have not been accounted for; these are children neither in school or employment or both which raises important questions about who these children are and what they are doing. Coming to child activity by age, it was shared that in India, education peaks at age 9 years and employment rises sharply from age 11/12 years. There is a corresponding decline in school attendance after the age of 11/12 years. The report also looks at children’s employment for 7-14 years by sector and by status in employment. Agriculture remained the largest sector, followed by manufacturing and the main status was unpaid family worker, followed by casual wage workers. The sectors remain largely similar for 15-17 year olds, however, casual wage workers exceed the unpaid family workers in 15-17 year olds. Sharing the figures for hazardous work in South Asia (15-17 years), she noted that while it is an important category that needs attention, we also need to ensure that we look at the other three worst forms of child labour defined by the ILO Convention No. 182 that includes bonded labour, trafficking, children in prostitution, pornography or elicited activities, among others. There is a need to consider all four categories when we plan for legislation, rehabilitation or programmes.

Ms. Khan concluded by sharing ILO’s 2015 World Report on Child Labour that focuses on decent work for young people. Its findings clearly show that child labour leads to lower

educational attainment and jobs that are not decent work. Additionally, it shows that early school leavers have unstable jobs and are at a much greater risk of unemployment. The report's recommendations include early interventions on removal from child labor and hazardous work and school-to-work transition.

2.3. Visualization of prevalence patterns of child labour

Ms. Deepa Das, Education Specialist, UNICEF provided an overview of the Digital Gender Atlas that has been developed by the HRD Ministry, with support from UNICEF, in an effort to visualize data that is available through secondary resources. She mentioned that there is no dearth of data in our country but it is the organization and presentation of this data that makes it difficult to use effectively. The Gender Atlas aims to fill this gap by helping decision makers determine their priority geographies for intervention and urgent action based on where the problems are most severe. The Atlas has 25 indicators that apply to primary, upper primary and secondary level girls. For each indicator, there are maps that provide a clear picture of worst affected districts and the data can be viewed down to the block level, making it extremely decentralised. Being able to view and understand data in this way ensures that accountabilities lie at a lower level where numbers are more manageable, bringing about change in a more focused manner. Sharing that the Atlas has been prepared primarily for advancing girls' education, Ms. Das mentioned that it contains data on child labour as this is an important condition that many out-of-school children can be found in and is a significant reason for deprivation among children.

One of the main purposes of the Atlas is making people aware of the vulnerabilities of geographies and it allows a user to view comparisons across three categories: Type (Main or Marginal), Age (5-9 years, 10-14 years or 15-19 year) and Gender (Male or Female). DLHS data has been used to develop the Atlas. There are five links on the Homepage: Composite Gender Index, Trend Analysis, SFD, LWE, BBBP and EBB, Vulnerabilities, and Children with Disabilities. Child Labour statistics can be found under Vulnerabilities. Here, the Index, created using the DICE indexing methodology framework, is based on rural female literacy rate, prevalence of child labour and proportion of girls/boys married before legal age. The categories can be refined further by selecting the Search (Male/Female, Main/Marginal) and Geo-Search (State and District) tabs on top of the maps. The Legend, also above the maps, allows one to decipher the colour coding of the maps, i.e. a darker shade is indicative of a higher prevalence in that specific region. Additionally, overlays are provided in the maps which show if a specific district is a special focus district, left wing extremist affected district, Beti Bachao Beti Padhao district (based on low sex ratio) or special focus district (with a high prevalence of Scheduled Castes, Scheduled Tribes or Muslims). These added vulnerabilities that have been overlaid provide other areas to consider when we looking at girls' education. Viewing data in this way allows administrators to look at differences in trends much more closely, helping them to design

and plan better strategies. The Digital Gender Atlas can currently be found on www.mhrd.gov.in under the Department of School Education and Literacy.

2.4. Child labour and education linkages: evidence from longitudinal study

Dr. Renu Singh, Director, Young Lives India presented an analysis from a longitudinal study that seeks to improve understanding of the causes and consequences of childhood poverty and inform the development and implementation of future policy and practice to reduce childhood poverty. Young Lives (YL) is a unique international, inter-disciplinary study of childhood poverty following the changing lives of 12,000 children over 15 years in 4 countries [Ethiopia, India (AP and Telengana), Peru, Vietnam] and it followed two groups of children (cohorts) since 2002: 2,000 children who were born in 2001-02 and 1,000 children who were born in 1994-95. The study uses a pro-poor sample in 80 sites across four countries. Among other things, the YL study succeeds in gathering evidence that a very large number of children are balancing work and education, both outside their homes and within the own surroundings. It finds that children combining paid work with education are 61 per cent less likely to complete secondary education as against those who were in full time education. Similarly, those children who spent one hour per day in household chores were 9 per cent less likely while those spending more than three hours per day were 76 per cent less likely to complete secondary education.

Speaking of action steps, Dr. Singh said that it is clear that children from the poorest households, particularly girls in rural areas need to be provided relevant, flexible and quality instruction and that early intervention in terms of early childhood education and building self-efficacy in children needs to be given adequate attention. She shared some key required policy interventions which include curbing child marriage and child labour, promoting self-efficacy and self-concept and promoting retention of girls around puberty by providing incentives in the form of scholarships, safe transportation and provision of residential schools. She added that addressing gender discrimination arising from differential valuation of what it is boys and girls contribute must also become a priority.

Approximately 2 million new entrants have joined the elementary schools in the last decade and efforts must be directed towards addressing both the ‘push’ and ‘pull’ factors that negatively impact retention and transition rates, particularly for girls. It is also time to work towards extending universal elementary education to at least the secondary if not senior secondary level of education. Lastly, mechanisms must be put in place to ensure that the poorest children are protected from being pushed into child labour or burdened with long hours of unpaid “family work” that can have a negative impact on their future, by providing social protection to their families. To achieve this, it is essential to adopt a holistic, multi-sectorial approach with effective partnerships between governmental agencies, non-governmental organisations, international bodies and community groups.

2.5. Experiences of addressing child labour in seven states

Ms. Vandhana Kandhari, Child Protection Specialist, UNICEF began by introducing the Child Rights Projects which UNICEF has been working on since 2000 in child labour prone areas in India,

including the cotton corridors in AP, Karnataka, Gujarat, Rajasthan, Maharashtra, Tamil Nadu, the carpet sector in UP, stone quarrying in Rajasthan, among others. The projects have been carried out in collaboration with Child Protection, Education and Communication 4 Development (C4D) but for the purpose of the presentation, she spoke about the key education strategies and some child protection work that was done for the reduction and prevention of child labour and out-of-school children. She shared that the strategies were applied at the state, district and sub district level.

For Child Protection, strategies included creating and strengthening child protection systems to adequately protect children from exploitation and abuse, raising awareness and empowering families and children so that they take collective action against child labour and addressing exclusion of vulnerable families to service provision and social protection schemes. For Education, UNICEF's strategies have focused on improving the quality of education to increase enrollment and retention. Within this, they have created standards and guidelines for the creation of child-friendly schools, strengthened and developed a package for the special training programmes and worked at the Anganwadi level to ensure children at the pre-primary level are ready for primary school. Another strategy for Education has been development of modules for state-level trainings for School Management Committees (SMCs) in line with the RTE. She stressed that Education and Child Protection have worked together to ensure that the most excluded and marginalized children attend school and there is a reduction in the drop-out rate.

At the State level, she shared that UNICEF has worked extensively to implement the Right to Education Act and the Integrated Child Protection Scheme (ICPS) whereas, at the district and sub-district level, they have worked to strengthen the district Child Protection units which are under the ICPS and have also worked to form district level task forces for the prevention of child labour, among other initiatives. As a result of these programmes, 240,459 out-of-school children have been mainstreamed in schools in Gujarat, Rajasthan, Andhra Pradesh, Karnataka and UP. In Andhra Pradesh, Gujarat, Karnataka, Maharashtra, Rajasthan and UP 23,802 SMCs had been strengthened and have formulated School Development Plans and child friendly schools have been promoted in 22,440 schools.

Ms. Kadhari shared that some of the biggest lessons learned have been that education, child protection and C4D have to work in strong convergence to accelerate the prevention of child labour and quality and child friendly education results in high enrollment and retention. Also, adolescent girls groups and women's self-help groups are key to prevent child labour and raise awareness on child rights and community mobilization is critical for success. She added that the implementation of Government Resolutions requires active involvement of many stakeholders and that achieving sustained attitudinal change among teachers, SMCs, PRI etc. was not possible through one-off training programmes.

In recommendations for legislation and policy, she stated that there was a need for all legislations, especially the Child Labour Act, to reflect on India's commitment to the

Convention on the Rights of the Child and the Right to Education Act. All legislations and policies have to be harmonised so that there is legal coherence between legislation regarding education, child labour and juvenile justice and policies on children and an increased convergence between HRD, WCD and Labour Ministries at State and National levels is required. For recommendations in education, she shared that in order to fulfil the goals of the RTE Act, the education system needs to invest adequately to integrate all out-of-school children so that all children complete at least elementary education and transition to secondary school. The abolition of barriers of gender and social discrimination needs to be a priority and the process of identifying out-of-school children and planning Special Training Programmes (STP) accordingly needs to be strengthened. Lastly, we must enable the integration of out-of-school children in school through creation of non-discriminatory and child friendly processes in STP and school.

2.6. Remarks by the All India Organization of Employers

Ms. Parisha Singh, Senior Assistant Director, All India Organization of Employers (AIOE) shared that Indian employers have always taken a sensitive approach in supporting initiatives for eliminating child labour and as a result, there is no child labour in the organised sector. The incidences of child labour are confined to the informal sector, home-based workers and informal supply chain activities.

To eliminate child labour in various operations and rehabilitate them successfully AIOE has been propagating a multipronged strategy which includes sensitization and advocacy of parents, civil society members, opinion makers, employers, trade unions etc., education as a viable alternative to child labour, skill development of parents and children above the age of 14 years of age and promoting other rehabilitation measures, which include poverty alleviation programmes. She shared several initiatives that have been taken up by AIOE, in partnership with FICCI, ILO and the Government of India, to achieve these objectives. One such initiative was a project titled, 'Empowering Adolescents through Life Skills Education' by the FICCI Socio-Economic Development Foundation, in collaboration with Rajiv Gandhi Foundation that covered 10 slums of Delhi and targeted out-of-school adolescents. The project followed Life Skills Education strategy, which is a comprehensive behaviour change approach that concentrates on the development of the skills needed for life such as communication, decision making, thinking, managing emotions, assertiveness, resisting peer pressure etc. A 5-day curriculum had been developed to impart life skills to these out-of-school adolescents. Additionally, FICCI in collaboration with the Council of Indian Employers and supported by ILO has implemented sensitization projects among various sectors such as automobile repairs, hotels and restaurants, stainless steel, beedi workers and slate in five cities: Bhopal, Chennai, Hyderabad, Kanpur and Pune.

Ms. Singh added that while AIOE supports the ratification of Convention no. 182 on the worst form of child labour and Convention no. 138 on minimum age for admission to employment and work, it could not be ratified so far because it mandates the age of 18 years for prohibition of children from employment in specified hazardous occupations whereas according to the Child Labour (Prohibition & Regulation) Act, 1986, the minimum specified age for employment

in the hazardous occupations is 14 years. AIOE follows the policy of ratifying the ILO convention only when the existing laws and practices are in conformity with the provision of the said convention. Cabinet has approved the proposal of Ministry of Labour & Employment for amending the Child Labour (Prohibition & Regulation) Act, 1986 which is in line with the ratification of Convention No. 182. In the end, she reiterated that Indian employers are committed to the cause and fully agree that educating children is the way forward to eradicate child labour and many AIOE member companies have set up few schools as a part of their social commitment.

2.7. Remarks by the Bharatiya Mazdoor Sangh

Mr. Devendra Kumar Pandey, Secretary (HQ), Bharatiya Mazdoor Sangh began by bringing to everyone's attention that child labour not only comes in the way of children's right to education, but also disrupts their right to a childhood. He called for a collective focus on identifying the root causes of child labour in India so that we can put an end to it once and for all. He noted that a study of the geographical areas where child labour is most prevalent will show us that there is a dire lack of resources and infrastructure in many of these areas, making access to quality education doubly hard for these children. He added that poverty was a big reason for the existence of child labour. Campaigns like 'Make in India', despite being touted as great strategies for India's development and positioning in the global economy needed to look at the fact that many products are currently being manufactured by children. Even if these children are replaced, there needs to be a concrete plan for their rehabilitation.

Sadly, he added, many facts related to child labour are being manipulated or misrepresented by the government. In 2012, the Child Labour Act of 1986 was presented for two revisions: the first was to think about children between 15-18 years, as this was a group that had been left out. The second was to implement ILO's Convention. However, despite many efforts, these revisions did not come through. He appreciated the renewed efforts of the current government, adding that his strong recommendation would be to look closely at implementing the Right to Education for *all* children, especially children vulnerable to child labour. He also recommended that the Government's Labour and Employment Department and more importantly, the Workers' Education Department introduce programmes to abolish child labour in areas where it is most prevalent. Additionally, the Government should make a Commission in each state that includes trade unions and local NGOs, so that together they can locate where children are being employed and conduct programmes to withdraw and rehabilitate them. Coming to the proposed amendment, he concluded by saying that it was important to remain cognisant of its high potential to provide parents a reason and even right to keep their children, especially girls, out of school so they can help with household work.

2.8. Government of India's recent initiatives and developments on child labour

Mr. Manjit Singh Nayar, Deputy Secretary, Child Labour Division, Ministry of Labour & Employment shared that the number of children in child labour had declined from 10 million to 4.5 million

between 2001 and 2011, as per Census figures. This can be attributed to legislation, availability of schools and increased awareness among parents about the importance of education, to name a few.

He said that the term ‘family enterprises’ used in the proposed amendment to the Child Labour Act of 1986, had created a significant amount of confusion and explained that it referred to any work, profession, manufacturing or business which is performed by the members of a family by engaging others. If an individual is able to employ other people, he will not engage his children in the work but will send them to a good school, since that is central to our culture and social fabric. The proposed official amendment has brought a clause that no child will be employed or permitted to work in any occupation or process. The only exception to this is if he helps his family or family enterprise after school hours or during vacations. The amendment proposes stringent punishment for employers hiring child labour ranging from a Rs. 20,000 – 50,000 fine and imprisonment. Additionally, for the first time, parents will be cautioned to send their children to school and if the children are found to be employed as child labourers, parents will be fined Rs. 10,000. This offense has also been made cognizable for the employers. Moreover, he added, in family enterprises as well, children are not permitted to engage in any hazardous occupation or process that has been defined by the Child Labour Act of 1986.

He went on to add that recent studies show that the population of children between 6-13 years in 2013 (class 1 – 8) was 206.1 million, while the number of enrolled children was 195.8 million. There were still at least 10 million children who were not going to school and it must be our priority to find out why. He believes that two probable contributors to this gap are parents of large families who still don’t value education since generation in their family have been uneducated and the other are migrant families who do not have the luxury of the stability that quality education requires. In conclusion, he assured the participants that the legislation initiated by the Government is completely aligned with the Right to Education Act and will cut child labour incidences in India in the near future.

3. Discussion toward education strategies to address child labour in India

Consistency in data collection

- While census data captures main and marginal workers, NSS data captures principal and subsidiary workers. Often, this conceptual issue has led to misinterpretation of the data when it is drawn from both these sources without complete knowledge of the definition of each. This must be kept in mind.
- Reports must specify whether they are including the beginning and end of the age group bracket. For example, when we say 5-17 years, we should specify if 5 and 17 year olds are included or not.

Priority Social Groups for Policy Intervention

- Data has shown that child labour among the Schedules Tribes in India is more than double in prevalence as compared to Scheduled Castes/Non-Scheduled Castes/Non-Scheduled Tribes. Therefore, geographical areas within the country that are dominated by Scheduled Tribes must be given priority focus when creating policies to abolish child labour.
- In this context, we must also look at the interface between work and environment. The depletion of access to fuel, fodder, water, and other basic needs of the family is leading to an increased burden on women, girls, and boys. Boys are now fetching water, fuel, wood, etc. at a greater extent that they ever were. In tribal pockets especially, more and more boys and girls are spending higher amounts of time foraging for food and fodder, particularly in certain seasons. Therefore, we need to make connections between increasing dropout rates in these areas and the type of environmental policies and developmental policies being implemented.
- Other areas to look into are tribal children who are migrating at very young ages and tribal children who are being sent into the stone quarrying industry in Rajasthan in large numbers.

Amendment to the Child Labour Act, 1986 – Comments by the Participants

- According to the Young Lives report, children who spent one hour per day in household chores were 9% less likely while those spending more than three hours per day were 76% less likely to complete secondary education. We must note that while three hours of work has a huge impact on education, one hour also contributes to dropouts. The amendment claims that children are now allowed to help their parents in family enterprises ‘after school’ and ‘during vacation’ but this is very likely to impact their education. A stand needs to be taken to end this completely. The government must read studies such as this so they can see this information and make informed decisions regarding the amendment accordingly.

- While the amendment allows children to work after school hours and during holidays, it does not take into account the differences in rural and urban life. In urban areas, for example, parents are more aware of the advantages of enrolling their children into schools and understand the importance of sports and recreation more than parents in rural areas. This is an important comparison to consider in the amendment when we talk about after school and vacation activities that benefit children.
- The term ‘family enterprise’ in the amendment is also seen as detrimental and open to misinterpretation and misuse. It means that a dhobi’s or barber’s son is likely to continue in the same profession, but it also implies that the children in a beedi making family are likely to continue in the harmful industry as well. Moreover, other dangers can also be seen when we consider the children of devadasis.
- Another reservation with the term ‘family enterprise’ and the provision that allows children to work outside of schools hours and during vacations pertains to occupational patterns in which children are employed. A large part of it is in the agriculture industry where work happens during school hours. Representatives from the Ministry were requested to consider this, given that vacation cycles of schools also do not coincide with agricultural cycles.
- Additionally, regarding contractual work – a lot of work has shifted from the site of factories and industries to homes. Is the amendment not empowering enforcement agencies to go against the interest of the child?
- It appears that child labour will be looked at differently after the amendment and there will be certain provisions for work within a ‘family enterprise’. This raises many questions like the exact relation of family members, how many will be engaged and by how many relatives, etc. Additionally, if only four categories are prohibited, namely plantations, mines, Factories Act, and explosives, then what about categories like domestic labour? What happens to hazardous processes and who will be monitoring this?
- It was recommended that the government appoint designated labor inspectors to tackle child labour in every district since labor offices in districts are faced with multiple other labor issues and are not always able to focus on child labor. Additionally, the Labour and HRD Ministries should open vocational training institutions to impart relevant skills to 15-18 year olds who can use them to help their families and the country in the future.
- The new amendment was seen as contrary to the Right to Education Act of 2009, ILO Conventions, and the Universal Declaration of Human Rights of 1948.

Amendment to the Child Labour Act, 1986 – Comments by the Government

- There is a total ban on child labour for all children below the age of 14 years. For children between 14 and 18 years there is a list - mines, explosives, plantations, and hazardous occupations that are completely banned.

- The term ‘family enterprise’ should not be misunderstood as it simply implies that children are free to help their parents. Any arrangements that include contracts or outsourcing come under the purview of the act and include a penalty of up to Rs. 10,000.
- The proposed amendment clearly mentions ‘after education’ and it is not ‘engaging and employing’ but ‘helping the parents’. It should probably say full time quality education but it is implying that.
- There will be child labour monitoring systems at various levels, some developed with the help of the ILO, that will be implemented by the Ministry of Labour at various levels including district and block levels.
- The amendment clearly states that if trade, commerce, or outsourcing is found then parents will be penalized up to Rs. 10,000. In the beedi industry for example, there is a clear superior-subordinate, employer-employee relation, and outsourcing that is absolutely against the law. There will be heavy penalties in these cases.
- If the act is amended, there will be a complete ban on domestic labour for children below the age of 14 years. There is also a total ban on domestic work done by a child over the age of 14 years if subordination and wages are involved.
- In the amended Act, the fines are going to increase from Rs. 20,000 to Rs. 60,000 and the government’s contribution is also enhanced from Rs. 5,000 to Rs. 15,000. Therefore, there will be Rs. 75,000 available for the rehabilitation of a child withdrawn from work that will be taken care of by the district administration/ministry. For the first time, the act is going to have a package for rehabilitation, specified in provisions.
- The amendment is in the public domain and can be found on the website www.labour.nic.in under Child Labour/Rules and Acts/40th Report of the Standing Committee of the Parliament, page 17 onwards.

Right to Quality Education

- Within the Right to Education, there is a need to focus on ‘quality’ education that is currently missing. We have a right to enrollment in India but not a right to education because no one is looking at teacher availability, actual transfer of information, and actual learning. Reduced budget allocations in the service sector, especially ICDS, midday meals, and food security is already an existing area of concern.
- It is important to understand how we are defining quality education as it means different things to different people and we must not reduce it to merely ‘joyful learning’, particularly in the context of marginalized children as they are most vulnerable to child labour. In order for education to be quality education, it is important that we see how education is

empowering children, how it is being able to cultivate the voices and experiences of children in school as children's experiences are often neglected and not given any dignity. Children must be given spaces and opportunities to construct knowledge and bring out their creativity so that their potential is demonstrated to their parents and in turn, parents make the choice to support and promote their child's schooling. This is equally important to help teachers to better understand the different perspectives and contexts that the students come from.

- We must question if we really believe that quality education can tackle child labour. It will only solve the problem if it leads to a change in income levels, as we can see when we talk about the last quintile. Using such a broad approach, we may end up discussing the same situation a few years down the line. Participants of today's consultation are not looking at education only for the sake of it, it is for the purpose of strengthening the lives of child labourers and their families and we must ensure that happens.



SOME SUGGESTED STRATEGIES/ACTIONS GOING FORWARD:

Strategies for Government Action and Legislature

- While hazardous industry is an important category, participants felt that equal attention must be paid to other worst forms of child labour defined by the ILO Convention No. 182, including bonded labour, trafficking, children in prostitution, pornography or elicited activities, and others. All four categories must be considered when planning for legislation, rehabilitation or programmes.
- Participants stressed that the importance of proper data collection on child labour must be promoted among ministries to ensure up-to-date and reliable data.
- Government's Labour and Employment Department and more importantly, the Workers' Education Department must introduce programmes to abolish child labour in areas where it is most prevalent. Additionally, the Government should make a Commission in each state that includes trade unions and local NGOs, so that together they can locate where children are being employed and conduct programmes to withdraw and rehabilitate them.
- Policy interventions should curb child marriage and child labour, promote self-efficacy and self-concept and increase retention of girls around puberty by providing incentives in the form of scholarships, safe transportation and provision of residential schools.
- All legislations, especially the Child Labour Act, must reflect on India's commitment to the Convention on the Rights of the Child and the Right to Education Act. All legislations and policies must be harmonised so that there is legal coherence between legislation regarding education, child labour and juvenile justice and policies on children and an increased convergence between HRD, WCD and Labour Ministries at State and National levels is required.
- To fulfil the goals of the RTE Act, the education system must invest adequately to integrate all out-of-school children so that all children complete at least elementary education and transition to secondary school.
- Participants agreed that caste-based appointments of teachers in rural schools should be avoided. Teachers and students should be provided with safe transport options to ensure their attendance in schools in remote areas.
- The Government should provide incentives in terms of job accessibility and higher education facilities for girls from remote areas of India and the Anganwadi scheme must be strengthened.

- Participants shared that to address child labour we must address its root causes like poverty and uneven development. While we give importance to enrolling children into school and improving the standards of education, the government must implement minimum wage programmes, MNREGA and other programmes to ensure that parents are able to afford basic necessities and are able to send their children to school.
- Participants emphasized the importance of skill development, especially for children between 15-18 years, through institutional set-ups which can be linked to government initiatives like 'Make in India'. The government as well as the private sector can fund this.
- In the recently launched 'Saansad Adarsh Gram Yojana' where MPs are responsible for adopting and developing villages in India, the abolition of child labour in the respective villages should also be made a priority.
- Working at the local governance level with the village Panchayat in Alwar, AMIED and Action Aid initiated a programme called the 'Shiksha Panchayat' which brought together different village stakeholders on education and was successful in helping girls who were previously involved in household work and other work. Initially funded by the NGO, the programme is now sustaining without funding and is being implemented by the community with help from the CSO.
- Working with the local gram sabha and panchayats to include updates on the status of child labour in the agenda of their regular meetings was seen as an important strategy.

Strategies for Ensuring Quality Education, Inclusion and Child Protection

- Participants believed that providing relevant, flexible and quality instruction and early intervention in terms of early childhood education and building self-efficacy to children from the poorest households, particularly girls in rural areas, will help curb child labour.
- Addressing gender discrimination arising from differential valuation of what it is that boys and girls contribute through various interventions was also seen as a strategy to reduce child labour and encourage education among all children.
- Adolescent girls groups and women's self-help groups must be involved, as they are key to preventing child labour and raising awareness on child rights. Community mobilization was seen as being critical for success and creating parent-led committees for monitoring progress and success was seen as beneficial.
- The abolition of the barriers of gender and social discrimination must be a top priority.
- Participants shared that work must be done towards extending universal elementary education to at least the secondary if not senior secondary level of education.

- Mechanisms must be put in place to ensure that the poorest children are protected from being pushed into child labour or burdened with long hours of unpaid “family work” that can have a negative impact on their future, by providing social protection to their families. This could be achieved by adopting a holistic, multi-sectorial approach with effective partnerships between governmental agencies, non-governmental organisations, international bodies and community groups.
- Another proposed strategy was to strengthen the process of identifying out-of-school children and plan Special Training Programmes accordingly. In these programmes and in school, enable the integration of out-of-school children through creation of non-discriminatory and child friendly processes.
- Participants discussed the importance of incorporating “value education” in the curriculum for children, especially since they come from varied backgrounds and experiences. Children should not be taught that education is only a means for subsistence. Instead, they should be given a broader perspective of education, allowing them to make the most of the opportunity to truly learn and grow.
- Participants stressed that in order for quality education to play a crucial role in the prevention and mitigation of child labour, it was important to first unfold its meaning. One important component of quality education is empowering children by cultivating their voices and unleashing their creativity. Ankur Society for Alternatives in Education accomplished this by inviting children and young people to engage with their subjective experiences and the knowledge that they gather from their surroundings. Through this, they shared, enhanced and built on this knowledge and showed parents that child labour is a waste of human potential and that education is crucial for their child’s growth. This also evoked an appreciation and changed perception in teachers who were able to see children as creators and appreciate their individual contexts and backgrounds.
- Another organization, ASSOCHAM, stressed on the importance of vocational training and its demonstrated results. They shared a successful strategy in which they laid a special emphasis on school dropouts and street children and enabled them to go to school and learn vocational skills. They also introduced a prior learning accreditation system, organized employment *melas* and provided assistance facilities.
- GRAMYA Resource Centre in Telangana runs schools for children who belong to agricultural labour families and were rescued from trafficking. These schools are residential and allow children to undertake work in peak agricultural season, while also gaining education and skills alongside. GRAMYA also works with State and SW authorities to prevent the sale and trafficking of girls as child brides or for prostitution. They found that community interface helps tremendously with the monitoring of interventions.

- Another successful strategy shared by CSEI India was the use of experiential education formats to make modules. They engaged marginalized children in platforms like Bal Panchayats and introduced socially marginalized leadership structures like Social Justice Ministers. They also introduced 'Khel se Mel' techniques to create awareness among the children about their rights through engagements outside the school setting, encouraging inclusion as a core value.

Strategies for Private Sector Involvement

- Participants suggested that private sector involvement is key to accelerating the progress of children. One way in which they can do this is by adopting government schools, organizing and participating in sensitization workshops with communities, funding programmes for skill development, providing employment opportunities to the people in the community, and actively changing the mind set of their peers, stakeholders and partners.

Strategies for Individual Action

- Individuals, starting from the participants, must take responsibility by reaching out to neighbours and peers who are employing child labour to stop them from doing so.
- Individuals can also create awareness, especially by involving children, so that everyone is cognizant and alert about the harmful consequences of the practice of child labour.
- Additionally, individuals can be responsible by ensuring that the brands they purchase goods from, restaurants they eat at or stores they frequent have a strict no child labour policy.

ANNEX I: MEETING PROGRAMME

9:00 – 9:30	Registration and informal introductions
09:30– 10:15	<p>Opening Session</p> <p>Opening Remarks by</p> <ul style="list-style-type: none"> - Mr. P.P. Mitra, Principal Labour and Employment Adviser, Ministry of Labour and Employment, Government of India, and Director-General a.i. V.V.Giri National Labour Institute - Mr. Joachim Theis, Chief, Child Protection, UNICEF India Country Office - Mr. Alisher Umarov, Chief of Education and Programme Specialist, UNESCO New Delhi Cluster Office⁷ for Bangladesh, Bhutan, India, Nepal, Maldives, and Sri Lanka - Ms. Panudda Boonpala, Officer-in-Charge, ILO Decent Work Team for South Asia and Country Office for India
10:15– 10:35	Tea/coffee
10:35 – 12:00	<p>Technical Session</p> <ul style="list-style-type: none"> - <i>Child labour considerations in the education context</i> – Mr. Alisher Umarov, Chief of Education and Programme Specialist, New Delhi Cluster, UNESCO - <i>Children’s work: a perspective from national household surveys</i>⁸ by Ms. Sherin R. Khan, Senior Specialist on Child Labour, South Asia, ILO - <i>Visualization of prevalence patterns of child labour</i>⁹ by Ms. Deepa Das, Education Specialist, UNICEF - <i>Child labour and education linkages: evidence from longitudinal study</i>¹⁰ by Dr. Renu Singh, Director, Young Lives India - <i>Experiences of addressing child labour in seven states</i> by Ms. Vandhana Kandhari, Child Protection Specialist, UNICEF - <i>Remarks</i> by Ms. Parisha Singh, Senior Assistant Director, All India Organization of Employers - <i>Remarks</i> by Mr. Virjesh Upadhyay, General Secretary, Bharatiya Mazdoor Sangh - <i>Government of India’s recent initiatives and developments on child labour</i> by Mr. Manjit Singh Nayar, Deputy Secretary, Child Labour Division, Ministry of Labour & Employment
12:00 – 13:15	Discussion (moderated) toward education strategies to address child labour in India
13:15 – 13:30	Wrap-up
13:30 – 14:30	Lunch

⁷ UNESCO New Delhi Cluster Office for Bangladesh, Bhutan, India, Nepal, Maldives, and Sri Lanka

⁸ From: *Measuring Children’s Work in South Asia: Perspectives from household surveys*. ILO, 2015

⁹ Based on Census 2011

¹⁰ *Perspectives on Children’s work and Schooling based on longitudinal data from Andhra Pradesh and Telangana*. ILO, 2015

ANNEX II: LIST OF PARTICIPANTS

Government:

1. Mr. P.P. Mitra, Principal Labour & Employment Adviser & Director-General a.i., V.V. Giri National Labour Institute
2. Shri Manjit Singh Nayar, Deputy Secretary, child Labour Division, Ministry of Labour & Employment
3. Dr. Helen Sekar, Senior Fellow (Faculty), V.V. Giri National Labour Institute
4. Ms. Amy Carolyn, Research Associate, National Resource Centre on Child Labour, V.V. Giri National Labour Institute
5. Mr. Purnendu K Banerjee, Director, National Accounts Division, Central Statistical Office (CSO), Ministry of Statistics and Programme Implementation
6. Mr. Adil Rasheed, Senior Consultant – Access, Equity and Special Training Unit, Technical Support Group, Ministry of Human Resource and Development (MHRD)
7. Ms. Vandana Tiwari, Internship Scholar, National Resource Centre on Child Labour, V.V. Giri National Labour Institute
8. Ms. Michelle Mall, Internship Scholar, V.V. Giri National Labour Institute

Social Partners – Employers’ and Workers’ Organizations:

9. Ms. Parisha Singh, Senior Assistant Director, All India Organization of Employers
10. Mr. A. Zaman, Manager – HR, Standing Conference of Public Enterprises
11. Mr. G.P. Srivastava, Chief Advisor, ASSOCHAM
12. Mr. Sunil Kumar, Executive Officer, PHD Chamber of Commerce and Industry
13. Mr. M.L. Dhawan, National Secretary, Laghu Udyog Bharti
14. Mr. Rajiv Dimri, General Secretary, All India Central Council of Trade Unions (AICCTU)
15. Dr. B.V. Vijayalakshmi, Secretary, All India Trade Union Congress (AITUC)
16. Mr. R.K. Sharma, Member, Secretariat, All India Committee, All India United Trade Union Centre (AIUTUC)
17. Mr. Devendra Kumar Pandey, Secretary (HQ), Bharatiya Mazdoor Sangh (BMS)
18. Mr. Amjad Hassan, Working President, Delhi INTUC, Indian National Trade Union Congress (INTUC)
19. Mr. Jawahar Prasad Singh, Delhi State President, Labour Progressive Federation (L.P.F.)
20. Ms. Seema Singh, Delhi State Vice President, Labour Progressive Federation (L.P.F.)
21. Ms. Shahnaz Rafique, Project Coordinator, IndustriALL South Asia Regional Office
22. Ms. Shikha Jain, Rashtriya Sanskriti Sansthan

Commissions/Institutes/Research agencies/Foundations:

23. Mr. R.K. Gaur, Registrar, National Commission for Protection of Child Rights (NCPCR)
24. Mr. B.K. Israni, Registrar’s Office, National Commission for Protection of Child Rights (NCPCR)
25. Ms. K.P. Soma, Collective for Advancement of Knowledge and Action on Women’s Livelihood Rights (CAWL)
26. Mr. Deepak Shandilya, Manager – Services, Ennovent
27. Ms. Preet Rustagi, Professor, Institute for Human Development (IHD)
28. Dr Renu Singh, Country Director, Young Lives India
29. Ms. Sharmila Bhagat, Director, Ankur Society for Education
30. Mr. Kumar Shailabh, Programme Coordinator, HAQ Centre for Child Rights
31. Mr. Prashant Chauhan, Assistant Professor, Social Work, Amity University, Noida
32. Ms. Shivani Rathee, Amity University, Noida
33. Ms. Anam Qayium, Amity University, Noida
34. Mr. Shailesh Nagar, Vice President, NR Management Consultants India Pvt. Ltd. (NRMC)
35. Mr. Ram Kishor, Independent Thought
36. Mr. Ashok Sinha, Director, Karma Consultants
37. Mr. Augustine Veliath, Founder Director, Asian Center for Entertainment Education (ACEE)
38. Mr. M.S. Verma, (Retd) LNMU

NGOs/INGOs:

39. Mr. Krishna Kumar Tripathy, Head – Alliance Building, Butterflies
40. Mr. Rajeev Kumar, Director Programme – Asia, SOS Children’s Villages International
41. Mr. K A Jayakumar, Associate Director, World Vision India
42. Ms. Anjana Purkayastha, Director, Urban Planning, World Vision India
43. Ms. Raisa Anna Philip, Coordinator, Policy Research, Bachpan Bachao Andolan
44. Ms. Niharika Chopra, Project Officer, Research, Bachpan Bachao Andolan
45. Ms. Razia Sultan Ismail, India Alliance for Child Rights, National Secretariat, c/o Women’s Coalition Trust
46. Mr. Bhupendra Shandilya, Chetna Organization
47. Mr. Sanjay Kumar, Senior Project Manager, Centre for Responsible Business (CRB)
48. Mr. M.K. Pradhan, Vice-Chair, NACG EVAC India, World Vision India
49. Ms. Karuna Bishnoi, Adviser, National NGO Coalition on Child Rights
50. Dr. Alex George, Leader – Knowledge Hub Child Rights, Action Aid Association
51. Mr. Yawar Qaiyum, Senior Manager Programme, PCI India
52. Mr. Karandeep Bhagat, India Alliance for Child Rights
53. Dr. Rajeev Seth, India Alliance for Child Rights
54. Sr. Mary Sjsm, National Programme Coordinator, Homelink Network, Don Bosco National Forum for the Young at Risk
55. Ms. Priscilla Patsy, National Coordinator, Yar Forum, Don Bosco National Forum for the Young at Risk
56. Ms. Sonia Udit, Yar Forum, Don Bosco National Forum for the Young at Risk

UN:

57. Mr. Alisher Umarov, Chief Education and Programme Specialist, UNESCO, Cluster Office (South Asia)
58. Ms. Huma Masood, National Programme Officer – Gender and Education, UNESCO, Cluster Office (South Asia)
59. Mr. Joachim Theis, Child Protection Chief, UNICEF, India Country Office
60. Mr. Rama Chandra Rao Begur, OIC, Chief of Education Section, UNICEF, India Country Office
61. Ms. Vandhana Kandhari, Child Protection Specialist, UNICEF, India Country Office
62. Ms. Deepa Das, Education Specialist, UNICEF, India Country Office
63. Ms. Miho Yoshikawa, Child Protection Officer, UNICEF, India Country Office
64. Ms. Tannishtha Datta, Child Protection Specialist, UNICEF India Country Office
65. Mr. R. Vidyasagar, UNICEF, Chennai
66. Ms. Charu Makkar, Community Service Associate, UNHCR

Embassies/ Missions:

67. Mr. Anthony Eterno, First Secretary & Chief – Global Issues Unit, Embassy of the United States of America
68. Mr. John E. Zak, Political Officer, Embassy of the United States of America
69. Mr. Jose Ramirez-Rivera, Embassy of the United States of America
70. Mr. A. Sukesh, Senior Advisor (Labour & Political), Embassy of the United States of America

Media:

71. Mr. V.P. Chopra, Ex. Director, MHA/UPSC, Delhi Shopping (Press)
72. Mr. Subodh Kumar, Special Correspondent, Bharat Media NFS (Press)

ILO:

73. Ms. Panudda Boonpala, Officer-in-Charge, DWT for South Asia and Country Office, India
74. Ms. Sherin Khan, Senior Specialist on Child Labour, South Asia
75. Ms. Anjana Chellani, Programme Officer
76. Mr. Anandan Menon, Programme Officer
77. Ms. Sudipta Bhadra, National Project Manager, SCORE
78. Ms. Bharti Birla, National Project Manager, WIF Project
79. Ms. Suneetha Eluri, National Project Coordinator, Domestic Workers
80. Ms. Divya Verma, National Project Manager, HIV/AIDS
81. Mr. Ranjit Prakash, Project Coordinator, BSF India
82. Ms. Pushpinder Seera, Administrative Support
83. Ms. Natasha Uppal, Consultant