



TRAINING MODULE FOR TEACHERS ON CHILD LABOUR



TRAINEE REFERENCE
MATERIAL



INDUS

Child Labour Project

Funding for the INDUS Child Labour Project was provided by the United States Department of Labor (USDOL) and Government of India. This Publication does not necessarily reflect the views of the United States Department of Labor, nor does mention of trade names, commercial products or organizations imply endorsement by the United States Government.

TRAINING MODULE MATERIAL
FOR TEACHERS
ON CHILD LABOUR



TRAINEE REFERENCE MATERIAL

INDUS Child Labour Project

International Labour Organization

Subregional Office for South Asia

New Delhi

Copyright © International Labour Organisation 2007

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorisation, on condition that the source is indicated. For rights of reproduction or translation, application should be made to the Publication Bureau (Right and Permissions), International Labour Organisation, CH-1211 Geneva 22, Switzerland. The International Labour Office welcomes such applications.

Libraries, institutions and other users registered in the United Kingdom with the Copyright Licensing Agency, 90 Tottenham Court Road, London W1T 4LP [Fax: (+44 (0) 20 7631 5500; Email: cla@cla.co.uk]; in the United States with the Copyright Clearance Center, 222 Rosewood Drive, Danvers MA 01923 [Fax: (+1 (978) 750 4470; Email: info@copyright.com] or in other countries with associated Reproduction Rights Organizations, make photocopies in accordance with the licence issued to them for this purpose.

Training Module for Teachers on Child Labour : Trainee Reference Material

First published 2007

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute any endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications can be obtained through major booksellers or ILO local offices in many countries, or direct from ILO Publications, International Labour Office, CH-1211 Geneva 22, Switzerland. Catalogues or lists of new publications are available free of charge from the above address, or by email: pubvente@ilo.org

Visit our website: www.ilo.org/publns or www.ilo.org/india

Introduction

The Constitution of India provides for the right to Elementary Education for all children. Compulsory education also exists as a mandate in centre and state policies. Experience however shows that not all children go to school. It is mostly the children of educated parents that go to school. For a large number of children, going to school only forms a negligible or secondary part of life. Economic factors and to some extent cultural factors prevent them from going and their parents from sending their child to school or seeing any long-term benefit in school education.

Given this scenario the question arises as to how universalisation of education is to be a reality. For this the focus has to be on all out of school children. Within this group working children are the most difficult to enroll. Even after enrollment, retention of these children in school poses a major problem. Evaluation studies have shown that after mainstreaming of children from bridge centres to formal schools, a large number of children leave school or drop out. This module intends to address issue of retention of such children in school.

One of the prime agents of change are teachers. However, teachers do not necessarily receive training on certain key issues such as how to help assimilate working children in formal school curriculum. This module looks at sensitizing teachers to the needs and requirements of working children. It informs on possible strategies of mainstreaming which could be applied by teachers in order to facilitate better retention in formal schools. The module also looks at motivation, assimilation and feedback strategies that teachers can use actively in classrooms.



Objectives of the Training Programme

To generate awareness among teachers about child labour and its implications for education of working children.

To sensitize teachers about problems of mainstreaming and subsequent causes for dropping out of working children.

To inform teachers about their role towards these children and help them find solutions to classroom problems faced by them.

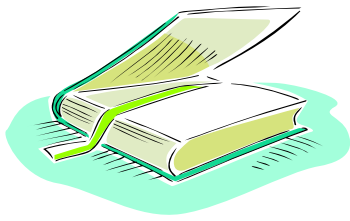
To explore possible strategies that teachers may incorporate and conduct as part of classroom processes.

Universalisation of Elementary Education (UEE) is an essential goal of Sarva Shiksha Abhiyan (SSA). By making a sustained effort towards retaining all children, including those that have been mainstreamed, teachers are fulfilling the SSA objective. It is only by their committed effort that the goal of UEE can become a reality.



Child Labour- Definition and Magnitude

According to the International Labour Organization. "Child Labour includes children permanently leading adult lives, working long hours for low wages under conditions damaging to their health and mental development, sometimes separated from their families, frequently deprived of meaningful educational and training opportunities that could open up a better future for them."



CASE STUDIES

Case Study1: A Teachers Story

In the Government Primary School, Adanur Village, Madhya Pradesh, Miss Shanti is the teacher for class III. Miss Shanti went on a door-to-door survey to invite parents to send their children to school. She also visited the house of Sukanya, a girl who had dropped out two months ago. Sukanya was back to grazing the landlord's cattle.



Talking to Sukanya's mother, Miss Shanti tried to convince her to send Sukanya back to school. Sukanya's mother replied "Teacher, please tell me what will Sukanya learn at school? She cannot even write alphabets. When I send Sukanya for grazing cattle, I can explain to you what she will learn at the end of one month and how much money she will earn. But in your school after 3 months I do not know what she has learnt and what she will earn." Miss Shanti then came back to the school.

Discuss:

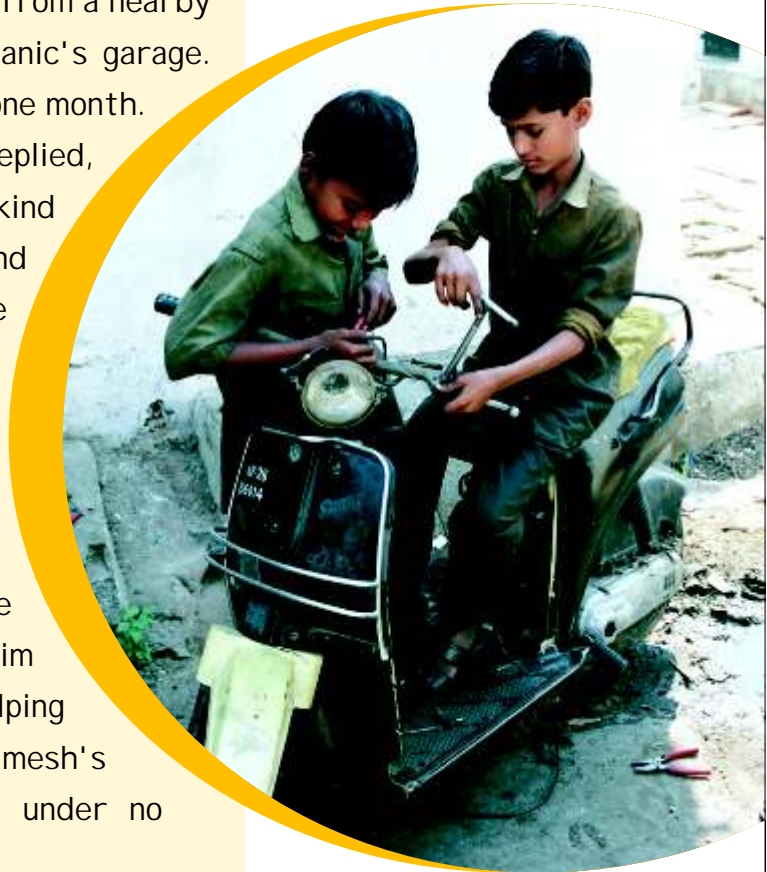
- Why did Sukanya drop out?
- Do you agree with Sukanya's mother?
- What can be the consequence of Sukanya not going to school?

Case Study 2

Mr Swaminathan's Story

Mr Swaminathan teaches Mathematics at a Government High School in Kancheepuram district, Tamil Nadu. One day, on his way to school, he noticed his student Ramesh from a nearby village repairing a scooter in the auto mechanic's garage. Ramesh had not been coming to his class for one month. On being asked by Mr Swaminathan, Ramesh replied, "Sir, I lost my father recently and the kind motor mechanic who was my father's friend told mother that I could work in his garage to support my family." On hearing this, Mr Swaminathan asked Ramesh if he would like to study or work here. Ramesh said, "I would like to study sir, but I have to help my mother."

A few days later Mr Swaminathan, went to the auto garage and spoke to the mechanic asking him to help Ramesh. The mechanic instead of helping him, told Mr Swaminathan that he had paid Ramesh's wages in advance to his mother and that under no circumstances would he let him go.



Discussion on Story:

- Do you think the motor mechanic was really helping his friend's family by employing Ramesh?
- If Ramesh's mother was educated, do you think she would have sent Ramesh to work?
- Will the family income improve substantially at the expense of Ramesh's education and health?



CASE STUDY 3

The story of a Village

Once not long ago, in a small village in Madhya Pradesh, 12 year old Sarita was sent by her parents to work in a biscuit factory in a nearby town. The factory owner belonged to Sarita's village and her parents owed him some money. He was a clever man who used to hire children from his village. 14-year-old Mahesh had been working in the biscuit factory since he was 9. As time passed more and more children from the village were employed in the factory and other workshops.

The children used to work all night and sleep on gunny sacks. Even though so many children of the village worked, the village was not prosperous. The children used to fall sick all the time. The gram sabha did little about the situation. In fact, 10 years old Arjun was employed in the sarpanch's own farm.



Discuss:

- What do you think about the attitude of the village community towards their children?
- Is the factory owner helping his own village by employing children rather than their parents?
- Do you think the sarpanch/gram sabha could have taken steps to provide support to the parents?

Why Invest In Education?

Education leads to improvement in life condition

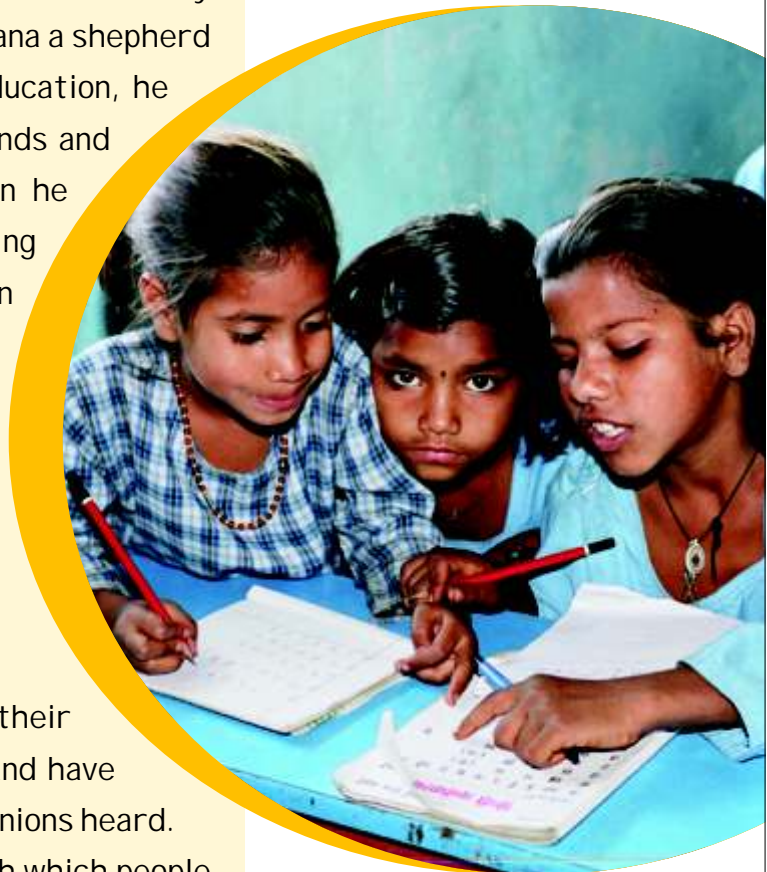
Through education one builds the capabilities and skills to improve one's present condition in life. Socially and culturally it leads to upliftment. For example, when Ramana a shepherd joined Mothey Boys camp and started his education, he found a change in the attitude of his friends and parents and village elders towards him when he came back to the village for his holidays. Knowing that people were proud of him for being in school and doing well, he felt his confidence increase and wanted to be a doctor after school. Education provided him with the opportunity to realize such goals.

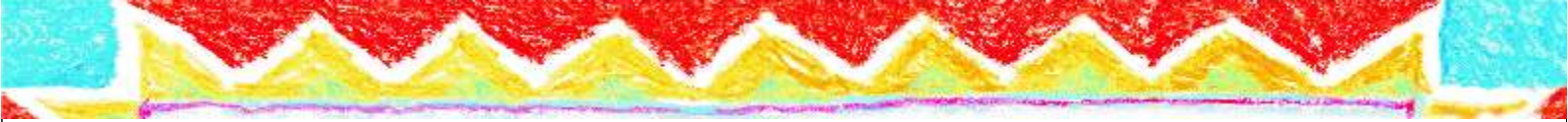
Education prevents people from being cheated and exploited.

Education enables people to take control of their lives. They develop better negotiating skills and have the confidence to speak out and make their opinions heard. At a community level, it provides the skills with which people can protect their rights: to education; to land; to health care; to participation in public life; to survival; to access decent livelihoods and to a better existence..

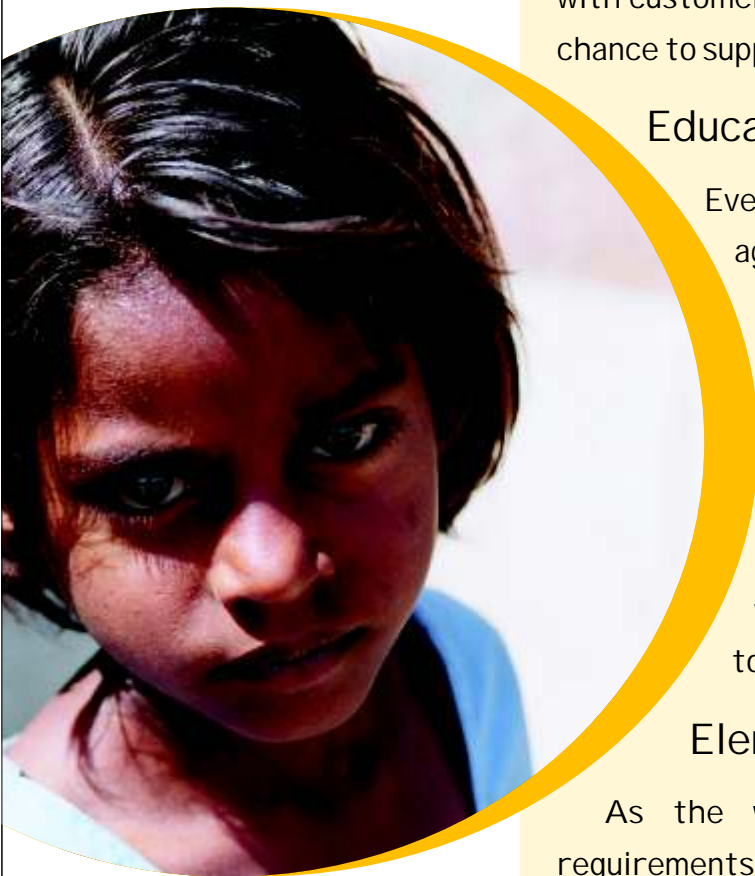
Education gives people an escape route from poverty

The undereducated are more likely to be unemployed or engaged in poorly paid work. To gain employment and a decent standard of living it is essential that one attains basic skills to survive. These skills can be provided only through





education. For example, a person who wants to be a delivery boy needs elementary education at a minimum to be able to read, write, identify routes and to be able to communicate with customers (courier service). Education gives people the chance to support themselves and their families.



Education saves lives

Every year, almost 12 million children under the age of five die from infectious diseases directly linked to poverty. Educated mothers have better access to information about health and nutrition and are more likely to take a sick child for treatment at an early stage than women who cannot read or write. For example, researches show that children of mothers who receive primary education are more likely to survive.

Elementary education necessary.

As the world is progressing rapidly, the ground requirements for survival have risen. To be a part of this change one needs to maintain pace and acquire the basic level of competence at every stage. What was earlier a sufficient condition is now a necessary and essential measure. Elementary education is now compulsory and each child must





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 not 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 your 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





INDUS CHILD LABOUR PROJECT
INTERNATIONAL LABOUR ORGANIZATION
Subregional office for South Asia
India Habitat Centre, Core 4B, 3rd Floor, Lodi Road
New Delhi 110003, India

Phone: +91 11 24602102-03, Fax: +91 11 24602111
Email: sro-delhi@ilodel.org.in, Website: www.ilo.org/india