



Sustainable Solutions in the Fight Against Child Labour in Home-Based Craft Production



REPORT

This Project is funded by
The European Union



Projected implemented by:



TRAIDCRAFT
Fighting poverty through trade



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with inputs from researchers.

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© Centre for Education and Communication (CEC)

173-A, Khirki Village, Malviya Nagar, New Delhi - 110017

Tel: 91-11-29541858/ 1841/ 3084, Fax: 91-11-29542464

Email: cec@cec-india.org

Website: www.cec-india.org



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Child Labour Project Team, CEC



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Glossary

Big Producer Group(s):

Big Producer group(s) in the fair trade structure, consists of crafts persons and producers working in an unorganised set up who market arts and crafts products. They work with the craft workers, produce good quality products, pay fair prices, support local handicraft traditions and try to raise awareness about various issues concerning handicraft production. Apart from marketing, big producer groups involve themselves in the formative stages of craft groups; work with craft workers groups who vary from individual producers to co-operatives to self-help groups (set up by other agencies) to small entrepreneurs to revive crafts and develop new designs and techniques and in exporting the products.

Brand:

A type of product manufactured by a company under a particular name or the name, term, design, symbol, or any other feature that identifies one seller's goods or services as distinct from those of other sellers.

Buyer:

A person who makes a purchase or is employed to select and purchase stocks or finished goods normally for resale for a firm, government or organisation for a large retail or manufacturing business.

Contractor:

A person (or company) who commences a contract to provide materials or labour to perform a particular service or a job.

Craft:

An art, trade or occupation requiring special skills, especially manual.

Craft Products:

Artisanal products produced either completely by hand or with the help of hand-tools and even mechanical means, as long as the direct manual contribution of the artisan remains the most substantial component of the finished product.

Craft Producing Family	Located in the geographical location where the project is being implemented; comprises of those who share a kitchen and do not engage any external paid employee; but married adults within a joint family sharing the same kitchen with or without children are considered as separate family units.
Employee:	A person who works in the service of another person under an express or implied contract of hire, under which the employer has the right to control the details of work performance.
Employer:	The person (or company) that hires and controls employees or workers, and pays or is obligated to pay him or her for the service as salary or wages.
Fair Trade Organisation:	Organisations that practise standards of fair trade while involved in production and trade of a product. The compliance of the standards leads towards realisation of a fair price for products in the international as well as domestic market. The term is used in this study to denote organisations who are members of Fair Trade Forum-India and follow the 'ten standards of fair trade'.
Handicrafts:	Objects made by the skill of the hand, often with the use of simple tools, and are generally artistic and/or traditional in nature. Handicrafts are individualistic and, therefore, generally provided by the informal unorganised sector.
Home-based Workers:	Those workers who carry out work in their homes or premises of their choice for remunerative work or within their home as independent own account producers or dependent sub contractor workers. A home-based worker works (1) in his or her home, or in other premises of his or her choice other than the workplace of the employer; (2) for remuneration; (3) which results in a product or service as specified by the employer, irrespective of who provides the equipment, materials or other inputs used.
Karkhana:	<i>Karkhana</i> refers to factory when translated literally. However, in real terms, <i>Karkhana</i> denotes a work place where a group of people/collective work together with or without the direct supervision of the <i>Karkhanedar</i> .
Karkhanedar:	Owner of the <i>Karkhana</i> is called <i>karkhanedar</i> . <i>Karkhanedar</i> may also be a worker himself or a contractor because most of the owners of the <i>Karkhanas</i> work as middlemen/intermediary for procuring work orders from the producer groups.
Learning Centre:	An informal educational/training centre set up and managed either by big craft producing organisations directly or through small producers linked to the supply chain of the big producer groups in



	order to provide education and learning opportunities for children and community people.
<i>(Multi) Stakeholder:</i>	A person, group, organisation, entity, member or system which has a stake and can be affected/impacted by the results of a process or action. The term is used in this study to refer to the constituent elements of the home-based production supply chain, external actors and, above all, children, parents and community members.
<i>Producer:</i>	A person, entity or an organisation that produces goods or services for sale.
<i>Producing/ Production Unit:</i>	A separate unit or small group of employees engaged in an activity or technique or a combination or series thereof to produce a product.
<i>Self-Employed:</i>	An individual who work for himself or herself instead of working for an employer.
<i>Small Producer Group(s):</i>	Collectives of individuals/groups of workers/families, registered or unregistered, who supply finished/semi-finished/in process craft products to an immediate buyer, whether a contractor, supplier, bigger producer organisation or a marketing body.
<i>Stakeholder(s):</i>	A person or organisation with a legitimate interest in a given situation, action or enterprise. A stakeholder, in this project, is anybody who is directly or indirectly linked to the project and can affect or is affected by implementation of the project. They are either internal or external actors.
<i>Sub-contractor:</i>	A sub-contractor is an individual who is hired by a general contractor to perform a specific task.
<i>Supply Chain:</i>	A supply chain is defined as a system of organisations, people, technology, activities, information and resources involved in moving a product or service from supplier to customer. It is a flow diagram in simple terms and it involves the movement of materials from their source to the end customer.
<i>Value Chain:</i>	Process or activities by which a company adds value to an article. It involves how businesses receive raw materials as inputs, add value to the raw materials through various processes and sell finished products to customers.





Abbreviations

AIDWA	All India Democratic Women's Association
BJSK	Bharat Janta Siksha Kendra
CEC	Centre for Education and Communication
CRC	Convention on the Rights of the Child
EOI	Expression of Interest
FTF-I	Fair Trade Forum—India
ILO	International Labour Organisation
LC	Learning Centre
MESH	Maximising Employment to Serve the Handicapped
MoU	Memorandum of Understanding
NCR	National Capital Region
NSSO	National Sample Survey Organisation
PPES	Pardada-Pardadi Educational Society
SCD	Society for Child Development
SCI	Service Civil International
TARA	Trade Alternative Reform Action
UPSS	Usual (Principal plus Subsidiary) Status
VIDYA	Integrated Development for Youth and Adults



Preface

THE project, “Sustainable solutions in the fight against child labour in home-based craft production” addresses the issue of child labour in a sector that is functionally characteristic of engaging children in major ways: home-based craft production. Though there are several constitutional and legal provisions safeguarding the rights of children in India, several loopholes and the contradictions make child labour a conspicuous problem. The prevalence of child labour is also obvious in the work participation rate of children in India, which is higher when compared to other developing countries. The project on children engaged in home-based production gains significance in this context and it attempts to ensure changes in the lives of children working in the craft industry.

The project has been implemented jointly by Fair Trade Forum—India, Centre for Education and Communication and Traidcraft Exchange in fair trade and non-fair trade supply chains. It is supported by European Union and Tradicraft Exchange is the main recipient.

The focus of the project is to ‘improve the quality of life of children involved in home-based craft works’ and promote their best interests by mainly ensuring quality formal education for children involved in home-based work and/or children of home-based workers, addressing the causes of child labour in home-based work, ensuring minimum wages to home-based workers and using fair trade as a starting point to understand the different ways in which child labour can be eradicated. To achieve this, the project intends to develop an effective model for addressing child labour issues in the home-based crafts sector, a model which will be sustainable, viable, replicable and appropriate; gain the support of key stakeholders to ensure the implementation of this model. Further, it intends to set up monitoring mechanisms that confirms that the model addresses child labour issues in the homebased craft sector’.

The project initiated an action research in developing a locally appropriate and relevant model addressing the issue of child labour in the home-based craft sector. CEC led the action research with the help of partner organisations and it was conducted within the context of the child's environment—with the community and business community in which the child works—and alongside analysis of existing models. Research exercise was conducted extensively throughout the first year of the project in five districts of the project areas of Western Uttar Pradesh and the National Capital Region (including Noida, Gurgaon) of Delhi. The research exercise identified, examined and studied existing interventions in both fair trade and non fair trade supply chains. This it does by mapping stakeholders in the supply chain including identified home-workers, home-based craft workers, home-based child workers. It also examined the nature of supply chain, government's and other ongoing initiatives and locating learning centres.

The action research studied existing models and embedded the learning from their experiences, examined the deficiencies, combined strengths from different existing models, and built on while developing the model. A blue-print of the model that endeavoured in finding sustainable solutions in the fight against child labour in home-based crafts production was developed. It was shared and discussed in various consultations and also in multi-stakeholder network meetings. Stakeholders suggestions were taken into account before finalising the locally appropriate and relevant model. The model was implemented and is getting tried and tested in the selected locations/learning centres and their supply chains that include home-based workers and children. In order to ensure better replicability, the model is tested in both fair trade and non-fair trade supply chains and the action-reflection-action will be followed in order to ensure that the model is efficient, effective and sustainable.

Dissemination of project experience and learning through reports of this kind are not only important to track the course, direction and progress of the project, but also enable a much wider outreach which, in turn, ensure intended impact of the project. We are publishing this report with a view that it would be helpful for all stakeholders, target groups and final beneficiaries and to ensure the sustainability of the project.

The report has been prepared largely by Vinayaraj V.K. with inputs from researchers including Udaya Kumar, Izharul Haque Zafari, Bhupali Vitthal Magare, Priyanka Bharadwaj, Priyadarshni S. Singh, Zeenat Afshan, Kavita Singh, Lakshmi Ramesh, Himanshu Damle, Meena Sharma and Pallavi Mansingh with editorial support for copy editing the manuscript from Dinesh Kohli and designing and layout from the team lead by Manmohan Kumar.

New Delhi
January 2014

J John
Executive Director, CEC



Introduction

CHIld labour is defined as ‘any work that deprives children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development.’¹ Child labour is a serious and enduring issue of great concern, and it is a fundamental violation of human rights. Children’s rights are human rights. Children have the right to education and the right to be free from any activity that results in child labour.

The process of globalisation has resulted in unprecedented levels of inequality within and between the State and people. Children, being the most vulnerable groups, become easy targets to economic forces in the era of globalisation and liberalisation. Economic growth linked to globalisation of production and trade reorganised the structure of world economy. Systemic competitiveness and the distribution of economic activities helped the informal sector to grow. Changes in production processes across national boundaries increased the demand for labour, particularly child labour. Child labour, thus, emerged as a social consequence of development and a symbol of poverty and inequality. The fact that poor households depend on paid labour of their children negates the notion that children’s life world are different from that of adults; and children should attend school and not work. More than 50 per cent of the child population in the world is living at or under the poverty line, and a majority of these them are engaged in work in order to ensure their own and family’s survival.² Children work at the cost of their right to education, leisure and play, and end up permanently trapped in the cycle of poverty. ILO Conventions 138 and 182

¹ Defining Child Labour, <http://www.ilo.org/ipecc/facts/lang--en/index.htm>

² C. Bellamy, ‘The Roll of the Dice’, *Development*, Vol. 43, No. 115–16, 2000, p. 15.

Child Labour is the ‘single most important source of child exploitation and child abuse in the world today’ is ‘a future denied’

– *International Labour Organisation, 1996*

consider child labour as a matter of urgency and call for the effective and total abolition of child labour because a child is too young and the work in which he/she is engaged is detrimental to a child’s health and development.

Child labour is a widespread phenomenon in India. India is home to the largest number of child labourers, one of the most disadvantaged workers, in the world. While the 2001 census estimates the total number of child labourers, aged 5–14, at 17 million, the issue appears to be more severe than reflected, especially when it comes to child labour statistics in the informal sector. The growth of the informal sector, expansion of export-oriented production, and home-based works, escalated the magnitude of child labour in India. The hidden nature of work and the largely invisible characteristics of child labour in informal works make the issue complex.

Child labour is a challenging issue when viewed in terms of not only the hazards and dangers children are exposed to at the workplaces and house-holds, but also the lifetime opportunities that children are denied. Child workers are powerless and less paid, and they suffer due to the burden of work. Nevertheless, child labour has become an inevitable part of the life of the poor as a dependent form of livelihood. The issue of child labour and the complexities related to the magnitude of this issue needs to be addressed properly. Moreover, children should be protected and provided for from not having a childhood, and they should be sent to school rather than work. It is in this context that this project addresses the issue of child labour in a sector that is functionally characteristic of engaging children in major ways: home-based craft production. The National Capital Region (including Noida, Gurgaon) of Delhi and five districts of Western Uttar Pradesh are taken as project areas owing to the expansion of informal works in these regions and due to the steep rise in the incidence of child labour in this sector. While the project seeks to fill the

The right of the child “to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development”

– *Article 32.1, Convention on the Rights of the Child (1989)*



gap by addressing the issue of child labour through alternate permissible and sustainable solutions, and workers' issues by ensuring fair wages and providing sustainability in work and livelihood to home-based workers, this report seeks to explain the information on how the research activities were conducted, the development and implementation of the model, and the learning resulting from the same.



Theoretical Perspective

GLObal trade and investment patterns associated with the economic aspects of globalisation and liberalisation have influenced workers in the informal sector. It not only widened the gap in the formal employment sector, but also reduced employment opportunities and influenced work arrangements and employment relations across the globe. The decline of the formal economy and the subsequent reduction of conventional employment opportunities resulted in an increase in informal production. Employment in the informal sector has grown rapidly and various other forms of non-standard employment have emerged in almost all regions of the world. Trade liberalisation has also resulted in the reorientation of the industrial production processes. Work has been distributed widely in order to increase production and more works are contracted and subcontracted to small firms, small industries, production units, and home-based workers.

Globalisation has resulted in large scale outsourcing of production activities to developing countries linked to the global commodity chains. Global competition has forced a pattern of economic restructuring in industries which have helped major companies/brands to move across borders in order to increase their production with low labour costs or shifting to informal employment arrangements. This has also influenced the production relations, distribution and labour processes in industries, and they outsource their works through commodity chains. The informal sector has emerged as the primary source of employment in the form of self employment (selling directly to consumer), contract/sub contract labour (producing for another individual or organisation), casual labour (working on and off for others or organisations) or contributing family members. Moreover, home-based work (i.e., without leaving the confines of a home for production) has become



the most prevalent form of work. Export oriented production and the rise of complex global supply chains has increased the demand for home-based workers. While the radical changes in production increased the employment opportunities for contracted and subcontracted home-workers in households, it put more pressure on semi-skilled, low-skilled and unskilled workers, and small producer groups by weakening their bargaining power and subjecting them to be more dependent on their primary employers.

Home-based production, a substantial and rapidly-growing sector linked to the production oriented value chain, gained momentum and has also increased at an unprecedented rate. The growth of productive enterprises and the expansion of effective production opened up more employment opportunities to the workers working at home. Households became a significant part of the workplace and it also helped the workers to earn their livelihood without leaving their premises. Home-workers are vulnerable to all forms of exploitation and unfair practices in craft based industry. The combination and complexities, between and among different actors in chain, the uncertainty in employer responsibilities and the invisibility of home-workers makes it harder to ensure good employment conditions for home-workers. Child workers and children of home-workers are even more deprived in this sector.

Home-based works in the informal sector fall into different categories of employment: from employer to self-employed, to informal and casual waged workers, to industrial outworker, to contracted, subcontracted or dependent workers. Home-workers are paid very low wages, devoid of assured work or benefits, and the majority of them belong to poor economic households. Home-based workers contribute the most to global trade as they form a significant share of the workforce in key export industries involving manual tasks or labour intensive operations. They are hard to reach, largely invisible, not separately identified, and the longer and constantly changing supply chains make them difficult to map. These workers are entirely dependent on their employers for work. In order to finish the work, meet the deadlines, and to acquire more work and orders, home-workers engage other members of their family in work. Being vulnerable, children are largely been drawn into home-working at a very young age in order to enhance production. The growth dynamics of economies that integrate with large scale production increased the demand for child labour. It is in this context that the structure, advantages and disadvantages of home-based production need to be analysed properly in order to address the issues associated with it.



Project Objectives

THE project initiates efforts in indentifying the different aspects linked to home-based production including: a detailed analysis of the multi-layered linkages between the employer and employee, the aspects of work as a matter of choice of the employee, working space, primary employer, individual, group and workers engaged in production units in home-based works and moreover, finding sustainable solutions in addressing the issues of working children in home-based crafts production. The project also focuses on improving the quality of life of children involved in home-based craft works and promoting their best interests; ensuring quality formal education for children involved in home-based work and/or children of home-based workers; addressing the causes of child labour in home-based works; ensuring minimum wages to home-based workers; using fair trade as a starting point to understand the different ways in which child labour can be eradicated, etc.

Overall Objective: To ensure the rights and development of children working in the home-based crafts sector in India.

Specific Objective: To develop an effective model addressing child labour issues in the home-based crafts sector in India; ensuring that the model developed under the project is comprehensive, sustainable, viable, replicable and appropriate; gain the support of key stakeholders to ensure the implementation of this model; and setting up monitoring mechanisms that ensures that the model addresses child labour issues completely.



EXPECTED RESULTS

Direct Impact of the Project: An appropriate model addressing child labour in home-based craft production developed through action research and tested in supply chains enabling basic education of children and enrolment into formal schools. The model was to be tested in at least two crafts supply chains which include home-based craft producers directly reaching out to 700 children through learning centres and mainstreaming at least 400 children into formal schooling.

Overall impact of the Project: To develop an effective model for addressing child labour issues in the home-based crafts sector in India and gain the support of key stakeholders to ensure the implementation of this model along two supply chains (one fair trade and one non-fair trade). Improved capacities of at least 150 craft producing organisations, enabling them to make improvements in the lives of about 15,000 children (from approximately 7,500 families) through the implementation of the model.

Location of Action of the Project: The project focuses on home-workers and children involved in home-based works in the project areas of Western Uttar Pradesh, including the districts of Agra, Firozabad, Moradabad, Saharanpur and BulandShahr and the National Capital Region (including Noida, Gurgaon) of Delhi. These are the regions where home-based workers are concentrated and both fair trade and non fair trade craft producing organisations are located. Using fair practices as a starting point to understand the issues involved in this sector, target groups, including craft producing organisations, were selected on the basis of the home-based craft works where children are engaged; presence of export oriented supply chain; sustainability factor; presence of schools and other educational initiatives, and the presence of agencies who can take the project forward.

PROJECT PARTNERS

Project implementing partners:

- Traidcraft Exchange, India
- Fair Trade Forum—India (FTF-I), Delhi
- Centre for Education and Communication (CEC), Delhi

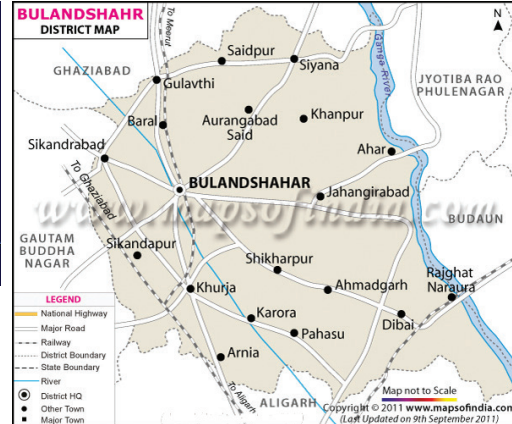


MAPS OF LOCATION OF ACTION OF THE PROJECT

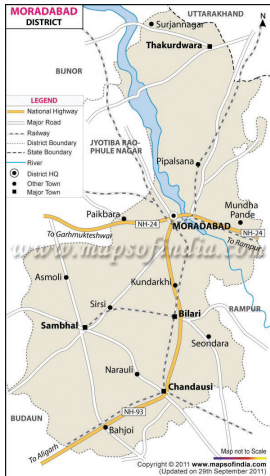
1. Agra



2. Buland Shahr



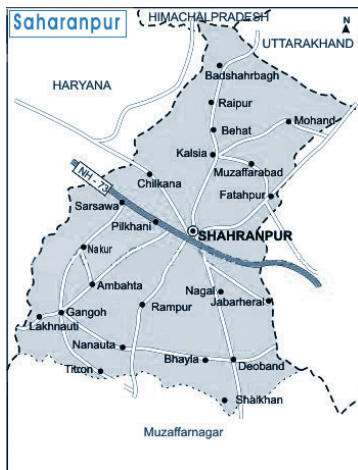
3. Moradabad



4. Firozabad



5. Saharanpur



6. National Capital Region (including Noida, Gurgaon) of Delhi



Action Research Methodology and Research Activities

THE project initiated an action research in identifying, examining, and studying existing models which have been implemented to bring children out of home-based works. The research has been carried out within the context of the child's environment—i.e., with the community and business community in which the child works. The action research not only studied the problem of child labour in home-based work, but also analysed the possibilities in finding solutions to improve the availability of education for children, income generating opportunities, and social protections systems for parents engaged in home-based craft works. Action research formed the basis for developing the blueprint of a model aimed at facilitating access to quality formal education and awareness building, leading to the eradication of child labour. The research activities also facilitate the effective implementation of the model.

Home-workers in the Project Areas: Handicraft is the second largest source of employment in the country, after agriculture. Handicrafts activities are predominantly carried out in the unorganised household sectors. Handicraft workers are household members practicing handicrafts works jointly at their residence, who if need arises employ other handicraft artisans for work. The majority of works happening in the project areas under the study are self-employed workers working in clusters including: (1) earth clay/terracotta works: including stone, marble, soap stone, granite, glass, bangles, pots, lamps; (2) fibre: bamboo, cane, coir and jute, basket making, stalks, branches, waste materials; (3) wooden artware and sculpture; (4) leather; (5) textiles: hand printed textiles and scarves (6) weaving: handloom, carpet, mats; (7) metals: brass, copper, aluminium; (8) jewellery (9) recycled plastic and paper products, (10) home décor and fashion accessories, (11) moti-sitara, zari and zardozi thread works on

garments, embroidered items, and embellishment works, (12) ivory, bone, and shell products. They work as contracted or sub-contracted workers, working individually, in units, small producer groups, larger groups working for firms, or large producer groups engaged in the production, distribution and export of craft based products. The majority of the household workers, both in the main worker and marginal worker category, fall under the class of home-based craft workers.

The action research reviewed the existing 'models' to embed the learning from their experience in terms of their methodologies and successes in addressing child labour. Certain criteria have also been set forth for studying existing models and it included, among others, case studies; interventions; ensuring curriculum based study; influential factors, and learning centres. The research focused on identifying the complexities involved in the production processes and the flow of orders and information, goods and products linked to the global and domestic value chains in both fair and non-fair trade chains. Research activities initiated efforts in understanding the interlinked factors including: studying child labour in home-based craft production, mapping stakeholders and supply chain, situational analysis on the status of child workers in home-based craft production, studying curriculum-based skill development—constraints and possibilities, studying the problem of ensuring minimum wages for the home-workers, etc.

Methods: Action research examined the informal sector from the perspective of home-based production and analysed the existing interventions in both fair trade and non-fair trade supply chains. Organisations which produce and market including those who deal with handicraft products, both member and non member organisations of Fair Trade Forum—India (FTF-I), in the project areas of Western Uttar Pradesh and Delhi NCR (including Gurgaon and Noida) regions were studied. The research activities used mixed approaches and random sampling methods, and activities including field visits to learning centres, households, production units, factories, shops and outlets, schools, and interviews and focus group discussions with fair trade organisations, big producer groups, contractors, sub-contractors, home-workers—including men, women and children—management, staff, teachers in the learning centres, etc. Both secondary and primary sources were used for conducting research activities. The research used secondary sources in order to analyse relevant materials published on home-workers, craft based home-workers, child labour, existing models, etc. It also helped in collecting available data on the possible number of home-workers in the project areas. Though there are no specific data on home-based workers in India, the reliable statistics provided by the National Sample Survey Organisation (NSSO) and Census of India were taken into consideration in order to study the presence of home-based work and home-workers in the project areas.



National Sample Survey Organisation (NSSO): Though NSSO also does not give direct figures on home-based workers, the data has been taken out of the statistics provided for ‘non-agricultural workers in informal sector.’ NSSO considers home-based workers as self-employed workers working at ‘home.’ While the report of the *Independent Group on Home-Based Workers* defines workplace as ‘home’ and home is considered as the: (i) dwelling unit and/or (ii) structure attached to dwelling unit, and/or (iii) open area adjacent to the dwelling unit, the workplace of home-based workers according to NSSO are (i) no fixed place, (ii) own dwelling, (iii) own enterprise outside dwelling. NSSO also categorises home-based workers as those which include: ‘persons working under the “putting out” system, viz., where a part of the production which is “put out” is performed in different household enterprises and not in the employer’s establishment.’ Accordingly, home-based workers are defined as piece rate/wage workers and self-employed workers who: (i) work in household enterprises as own-account workers; (ii) work in household enterprises as employers; (iii) work in household enterprises as helpers, work as salaried employees, and work as informal wage labourers.

The NSS 66th Round Report categorises self-employed workforce into two: (1) own-account workers, and (2) helpers in household works. Estimates of self-employed workers under the specification of ‘employer’ (employer is defined as a person, who, either directly or through an intermediary, whether or not intermediaries are provided for in national legislation, gives out home work in pursuance of his/her business activity) in rural areas in the non-agricultural sector states that 61.2 per cent of self-employed workers are males and the female workforce shows a lower proportion, i.e., 29.1 per cent. Accordingly, the 67.8 per cent of self-employed males work under the specification of employer in urban areas, while only 34.5 per cent female are there in the urban areas.

In 2009–10, the share of non-agriculture sector in the total workforce in rural areas was 32 per cent and in urban areas the share was 92.5 per cent. In rural areas in 2009–10, nearly 41.6 per cent of the workforce according to usual (principal + subsidiary) status of work (UPSS) was self-employed and in urban areas, the share of self-employed workforce was 39.5 per cent.

The Census of India: The Census of India does not consider home-based workers as independent categories; rather they are included in those working in household industries. Workers in household industries include main and marginal workers. While marginal workers are defined ‘as those working for a period of less than six months in the year preceding,’ main workers are those who ‘have worked for the greater part of the year, i.e., more than six months.’ Household industry is defined as ‘an industry conducted by one or more members of the household at home or within the village in rural areas, and



only within the precincts of the house where the household lived in urban areas.’ They are ‘related to production, processing servicing, repairing or making and selling (but not merely selling) of goods.’

The Census of India State Primary Abstract accounts home-based works including main workers in the household industry and other workers, marginal workers in the household industry, and other workers in both urban and rural areas in the project areas of Western UP and Delhi NCR region.

An estimation of the possible number of home-workers was calculated on the basis of the reliable statistics provided by the Census of India and NSSO. Nevertheless, it should be noted that the results are just indicative of the number of home-based craft workers in the households. The results of the potential associates of FTF-I from the project location for the implementation of the project are given below in Table 4.1.

TABLE 4.1 Possible number of home-workers in the project locations

No	Location and (District)	Name of the LC	Producer organisation/ NGO	No. of households (State Primary Census Abstract 2011)	No. of household industry worker families in the district (Census of India includes home-workers as those working in household industries)
1	Labour Colony, (Firozabad)	TARA Balshramik Vidyalaya	TARA	761521	59942
2	Nikaun, (Firozabad)	TARA Balshramik Vidyalaya	TARA		
3	Raipura, (Firozabad)	MCRC- Child Trust	The Child Trust		
4	Daryaganj, Old Delhi, (Central Delhi)	Child Trust	The Child Trust	207374	10902
5	Bhati, Delhi (South Delhi)	Literacy India Learning Centre	Literacy India	924393	25081
6	Neb Sarai, Delhi (South Delhi)	Neb Sarai Learning Centre	Literacy India		
7	Sangam Vihar, Delhi (South Delhi)	Tigri Education Centre	Hope Worldwide		
8	Nangloi, Delhi (West Delhi)	SCI	Service Civil International	874320	29022



No	Location and (District)	Name of the LC	Producer organisation/ NGO	No. of households (State Primary Census Abstract 2011)	No. of household industry worker families in the district (Census of India includes home-workers as those working in household industries)
9	Jaffrabad, Delhi (Northeast Delhi)	Bharat Janta School	Bharat Janta Siksha Kendra		
10	Seelampur, Delhi (Northeast Delhi)	Bharat Janta School	Bharat Janta Siksha Kendra	661386	30738
11	Krishna Nagar, Bahadurgarh (Jhajjar, Haryana)	Shikha Shakti Gyan Kendra	Conserve	326534	9254
12	Karula (Moradabad)	HANDS	HANDS		
13	Meena Nagar, Karula (Moradabad)	HANDS	HANDS	1417811	88733

RESEARCH ACTIVITIES

Activity 1.1: Mapping the stakeholders and the supply chain

Stakeholders in the export oriented supply chain of craft production were mapped initially. A bottom-up approach was used in studying the key actors in the supply chain and it identified home-workers, home-based craft workers, child labour, nature of supply chain, major interventions in the field, etc. Sixty five (65) models, including forty six (46) FTF-I members and nineteen (19) non FTF-I craft producing organisations selected through a random sampling method on the basis of case studies, interventions, curriculum based learning, influential actors and learning centres were studied. Existing models were studied in order to facilitate experiences, learning lessons, and identifying successful tools that other programmes and organisations initiated in order to address the issue. Considering learning centres as pivotal and the points of intervention as far as the model implementation is concerned, it has been studied with a focus in strengthening public education infrastructure in the target areas; providing vocational training and placements; creating an environment for prevention of child labour through awareness in the society; providing income generating opportunities



for families of children withdrawn from work, etc. Learning centres were identified as the key to introduce a child to the world of education. For children deprived of formal schooling, or for those who have dropped out of school, the learning atmosphere in these centres were identified as stepping stones towards starting or resuming formal education, and helping them to a chosen vocation in the future. Moreover, action research studied learning centres with an intention to explore the possibility of working out the model in consultation with the existing learning centres. A detailed breakup of the models studied during initial mapping research is given in Table 4.2 below:

TABLE 4.2 Breakup of the models studied during initial mapping research

Sl. No.	Geographical Area of the Project	Producer organisations/ location with home-workers in crafts supply chains / NGO working with home-workers	No. of learning centres
1.	Agra	2	0
2.	Firozabad	2	3
3.	Bulandshahr	4	5
4.	Moradabad	17	2
5.	Saharanpur	4	3
6.	Delhi	11	7
7.	NCR (Noida, Ghaziabad, Faridabad and Gurgaon)	1	4

Note: A detailed list of the 65 models studied is given as Annexure 1.

Learning centres facilitate guidance and offer a helping hand to children. Formal schools are essential and play a crucial role as far as the mainstreaming of children into formal education is concerned. Keeping this in consideration, a survey of government schools in the project areas were conducted as part of the research activities in order to capture their status in terms of number of schools, number of teachers, quality and standard of education, influence on the community, and to collect views of the community on the existing educational facilities. The initial mapping analysis helped in identifying some of the best practices adopted in addressing child labour issues. In order to ensure feasibility of the model, the perspective of different stakeholders were also collected. The findings of initial mapping analysis were shared with the producer groups and other key stakeholders. The views of stakeholders were also taken into consideration through various meetings and interactions.

Activities 1.2–1.4: Situational Analysis of Home-workers

Following the stakeholder mapping and feasibility exercise, a situational analysis of home-workers was conducted in the shortlisted/proposed centres in the project areas. Research



activities during the in-depth analyses were more participatory in nature and focused more on the situational analysis of the status of child workers (**activity 1.2**), studying curriculum-based skill development constraints and possibilities (**activity 1.3**), and studying the problem of ensuring minimum wages to the home-workers (**activity 1.4**).

Vertical and horizontal analyses were conducted to map the stakeholders and supply chain as far as detailed research activities were concerned. While vertical mapping helped in identifying the role and involvement of different actors in the production processes, trade of commodities, the costs, benefits, opportunities and/or constraints accrued/faced by each actor, the relationship between different actors, etc., the horizontal mapping helped in identifying home-workers, home-based craft workers, nature of home-based works, major challenges the home-workers face, children engaged in home-based works, major interventions in the field, etc. Analyses of value chains linked to craft industries in the project areas also helped in identifying the structures including control over work processes and control through various links. It helped in identifying the market relations and role played by the home-based workers in the production and distribution processes.

Methods: An intensive case study approach was used for the in-depth analysis. Detailed and leisurely interactions with contracted and subcontracted workers, workers working at home, production units/factories, *karkhanas*, and children were conducted. Interactions and open-ended interviews with key stakeholders including small producer groups linked to big producer groups, in-charge, teachers and support staff associated with learning centres, etc., who have knowledge and experience dealing with the issue of home-based workers and children were conducted.

Qualitative methods including key informant interviews, in-depth interviews (case studies) with home-based craft workers and children were used. Case studies and open ended testimonials from the home-workers and children were also collected. Considering the ‘voice of working children’ as an important aspect of the project, children—working children, school drop outs, and those who had never attended schools—were identified as primary target groups and their views and concerns were studied in detail during the empirical research. In order to validate the research and to incorporate the opinions of children, an expert’s service was used for interacting with children in the selected geographical areas and learning centres.

Various interlinked factors like the socioeconomic conditions of home-workers, the nature of work, working hours, wages, social security and health, awareness, skill transfer, etc., were studied in detail. Out of the sixty five (65) models studied during the initial mapping analysis, sixteen (16) models in specific locations were shortlisted/identified and studied in detail. The locations and learning centres were shortlisted on the basis of the response



and support received from key stakeholders. The participatory research was guided by the elements of the model identified during the initial mapping analysis and it gathered information on the current status of child workers in terms of education; awareness and health; and gender segregation of child workers in home-work.

While TARA, Conserve, Literacy India, The Child Trust and Unnayan Sagathan Samiti were studied as FTF-I member organisations, Bharat Janta Siksha Kendra, Service Civil

TABLE 4.3 Breakup of the models studied during in-depth research

Sl. No.	Locations	Producer group/ Organisation	Group	Status
1	Firozabad, Labour Colony	TARA	Tara Balshramik Vidyalaya	Learning Centre
2	Firozabad, Nikaun Village	TARA	Tara Balshramik Vidyalaya	Learning Centre
3	Firozabad, Raipura Village	The Child Trust	MCRC-Child Trust	Learning Centre
4	Delhi, Old Delhi	The Child Trust	The Child Trust	Learning Centre
5	Delhi, Bhatti Khurd	Literacy India	Literacy India	Learning Centre
6	Delhi, Neb Sarai	Literacy India	Literacy India	Learning Centre
7	Delhi, Badarpur	TARA	Tara	Learning Centre
8	Delhi, Sangam Vihar	Non-FTFI	Non-FTFI	Learning Centre
9	Delhi, Jaffrabad	Bharat Janta Siksha Kendra	BJSK	Learning Centre
10	NCR, Bahadurgarh	Conserve	Shiksha Shakti Gyan Kendra	Learning Centre
11	Delhi, Shakti Colony	Society for Child Development	SCD	Learning Centre
12	NCR, Bajgheda, Gurgoan	Literacy India	Literacy India	School
13	Delhi, Nangloi	Service Civil International	SCI	Learning Centre
14	Mirzapur, Chunar	Unnayan Sagathan Samiti	Handloom workers	Production units, home-workers
15	Mirzapur, Garoudi	Unnayan Sagathan Samiti	Dari workers	Home-workers
16	Mirzapur, Bhadohi	Unnayan Sagathan Samiti	Carpet weavers	Home-workers

Note: A list of the models studied with the strength and weakness are given as Annexure 2.



International and Society for Child Development were among the non FTF-I members studied during the in-depth study.

Apart from the sixteen models studied in specific project locations, four (4) more non fair trade organisations were studied before taking a final decision on the locations/learning centres. This include: Bharat Janta Siksha Kendra in Seelampur, Delhi, Hope Worldwide in Sangam Vihar, Delhi and two (2) locations of HANDS; 6 Sadka and Goyal Maanpur; in Mordabad, UP.

The forward and the backward linkages of the supply chain of the producer groups were studied in order to understand the dynamics of the supply chain and to analyse the situation of home-workers. The needs of the families engaging children in home-based work and their perceptions about improvement in their present conditions, the current status of child workers, gender segregation of child workers engaged in home-work along with gender specific concerns, and how they prioritise their needs were also studied. The analysis on curriculum-based skill development explored how crafts skills are transferred.

Contrary to the perception that skills are transferred or acquired from one generation to the other, workers learn the skill either watching others work or through their urge to earn their living. The majority of the home-workers were compelled to work because of compulsions and constraints at their home. Influence of other working family members, neighbours, relatives, community members, etc., were other prominent reasons. Analysis on the problem of ensuring minimum wages to the home-workers was made on the basis of the components developed for the model on wage and social security. It examined the determinants related to the income of home-based workers. The evaluation of family engagement in the home-based works and the bargaining power of the workers vis-à-vis their employers were also studied.



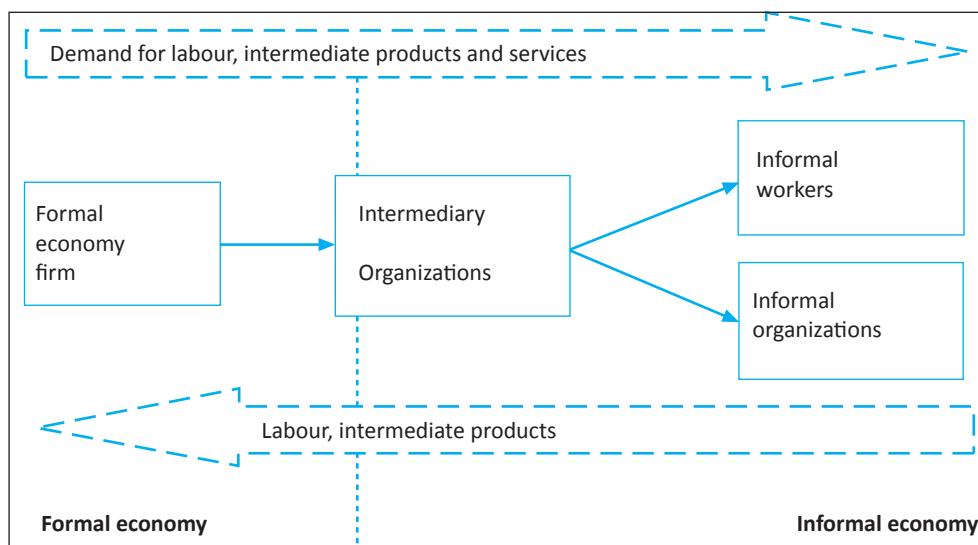
5

Research Findings



FORmal employment opportunities have declined to a considerable level as a result of the increase in subcontracting works due to globalisation and economic liberalisation. Profound changes which occurred in the production processes across the globe created more employment opportunities for informal workers. A comparative analysis of the formal and informal works substantiates this. The linear perception of interlinkages between the formal and informal works shows the reign of informal works. Growth of the informal sector is due to the demand for labour and due to the change in production arrangements (Figure 5.1). Formal works were replaced largely

FIGURE 5.1 Linear models of linkages between formal and informal economies



by informal works, mostly home-based works, with the intervention of intermediaries. Work orders were contracted to intermediaries who in turn sub-contracted it to different organisations, groups, and individuals. The research reveals that mostly workers from poor economic conditions are involved in informal home-based works because of the opportunities and the benefits of working at home apart from not having to leave the confines of the home for production. The informal sector provides an opportunity to a large proportion of the workers to escape extreme poverty and earn an income that can contribute to the total household income that is satisfactory for survival.

MAJOR OBSERVATIONS

As part of the detailed research, production units, production unit and home-based workers, learning centres, communities and the initiatives taken up by big producer groups like TARA in Labour Colony and Nikaun Village in Firozabad; Tagpur Pahari, Badarpur in Delhi; Conserve in Krishna Nagar, Bahadurgarh, in Delhi NCR; Literacy India in Bajghera Village, Neb Sarai, Bhatti in Delhi NCR; Unnayan Sansthan Samiti in Chunar, Garoudi, Bhadohi in Mirzapur and Banaras; The Child Trust in Raipura Village, Firozabad and Daryaganj, Old Delhi, and non fair trade members like Bharat Janta Siksha Kendra in Jaffrabad, Jhonda and Seelampur regions in Delhi; Service Civil International in Nangloi, Delhi; Society for Child Development in Shakti Colony, Delhi; Hope Worldwide in Sangam Vihar, Delhi; and HANDS in 6 Sadka and Goyal Maanpur in Moradabad were studied.

The flow of materials and information in the business chain of each producer group was studied as part of the situational analysis. Moreover, it analysed the vertical and horizontal linkages and the relationship factors in the forward and backward linkages including the organisational linkages of the chain. The supply chain of TARA includes the production process linked to beads jewels, glass, embroidery items, etc. The workers, selected on the basis of socioeconomic conditions and need based, formed self help groups and works on orders received from TARA. TARA provides training and business counselling (analysis based on the nature of work) and ensures medical facilities to their workers, apart from their educational initiatives focusing on underprivileged children through schooling and vocational trainings. Conserve produces home furnishing items and bags from recycled plastics. Conserve supports their workers through social security measures like provident fund and medical insurance. Moreover, they have started a learning centre for children from the rag picking community, which comes under the raw material suppliers in the supply chain of Conserve's production. Literacy India is working with craft artisans for the production on 'Indha products' handicraft products including



fashion accessories, block printed products, handmade paper products, batik materials, paintings, bags, etc., and works largely on education and empowerment of children, particularly girl children from the socially and economically backward communities. Unnayan Sansthan in Mirzapur supports *dari* workers. Traditional handloom and power loom workers associated with the production of carpets, mats, saris in small units and households work with Unnayan in Chunar, Garoudi, Bhadohi regions of Mizapur district. However, Unnayan is not focusing specifically on the educational initiatives. The Child Trust, on the other hand, addresses the issue of child labour in home-based production and works mainly on educating children from underprivileged communities and sections and for the empowerment of workers. Though not established as an export oriented big producer group, they also have homeworkers in their supply chain involved in the production of artificial jewellery, bangles, glass beads, etc. BJSK, a non fair trade member, supports the educational initiatives for marginalized and poor children and also mainstreams children who never attended schools, and school dropouts through their learning centre in Jaffrabad. SCD focuses more on disabled children and not specifically on children from the home-based sector. SCD runs a learning centre for mentally and physically challenged children and supports disabled people through training and employment opportunities through craft works. SCI, another non fair trade member, run more like a satellite centre or day care centre. Tigri Education Centre, Sangam Vihar works as a one of the centres of Hope Worldwide focusing on addressing the longstanding areas of competency and activity including: children, education, health, employment opportunities and outreach. HOPE centre in Sangam Vihar is providing free education to the children affected by poverty and child labour, and also ensuring sustainable and quality education together with capacity building programmes through staff and volunteers which empower children and other vulnerable individuals. HANDS in Moradabad work on Child Labour and Child Rights. HANDS started learning centres in places where brass handicraft workers are concentrated in Moradabad with the focus on elementary education and mainstreaming children.

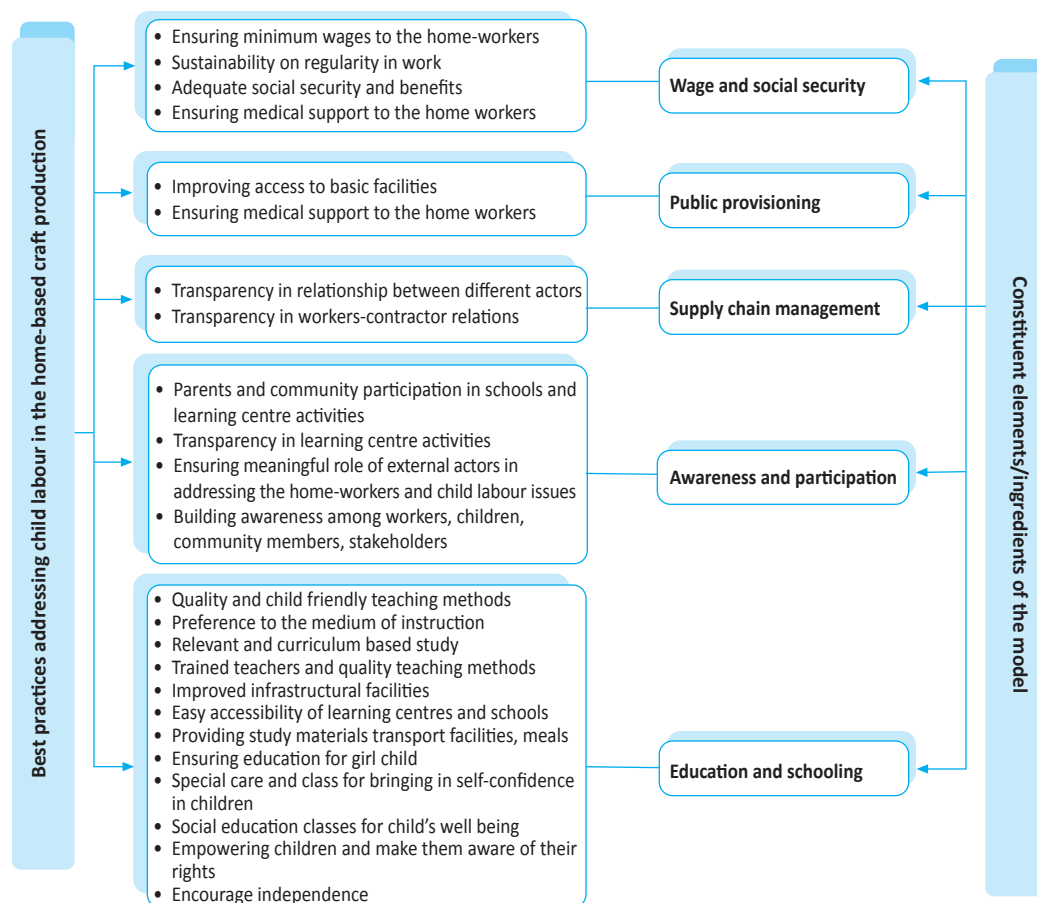
BLUEPRINT OF THE MODEL

A blueprint of the model addressing child labour in home-based craft production was developed through an analysis of the action research activities. The detailed situational analysis conducted on the basis of best practices/elements identified resulted in exploring and understanding the various aspects of child labour in home-based craft production. The blueprint of the model developed was shared and analysed with the key stakeholders in different stakeholder and multi stakeholder network meetings. The model developed



was discussed in a rigorous process of consultation with all stakeholders. The inputs of the consultative process were taken into consideration in order to finalise the model.

FIGURE 5.2 Blue-print of the Model



CORE ELEMENTS OF THE MODEL

Wage and social security

Home-based workers in the informal sector, especially in craft production, are getting differential wages, no matter the nature of work and product. The majority of the workers are denied labour rights and social security benefits. This accentuates the already disadvantaged position of workers in the labour market. Minimum wages to the workers not only ensures regular and sustainable work, but also ensures a minimum standard of life for the home-based workers. The likelihood of changed or enhanced wages would also



result in increased production, and the possibility of workers to ensure regular schooling and education to their children. Similarly, social security measures offer and ensure benefits to poor, underprivileged, marginalised and out-of-work sections in the home-based sector.

Public provisioning

The majority of home-based workers are forced to work for long hours to meet deadlines and procure more orders. Moreover, they are forced to work in conditions that lack basic facilities. Even the households where workers engage in production processes lack proper facilities. Improving basic facilities and entitlements on health and security measures and the support from external actors would not only reduce the concerns of workers, but also improve the health of the workers which, in turn, would contribute to greater labour productivity.

Supply chain management

Transparency in employer-employee relations becomes a significant factor in the supply chain. Written assurances and contract documents related to the work, help avoiding exploitation of labour in the production processes and guarantees proper payment for the work. Maintaining proper records and paperwork ensure good employer-employee relations free from discrimination and other forms of exploitation and help avoiding mistakes while paying wages and keeping track of workers records.

Awareness and participation

Ensuring effective and meaningful role of parents, community, and external actors in addressing the home-workers and child labour issues is pivotal. Involvement of different actors through awareness and participation not only enhance better understanding of project, but also develops a sense of ownership among key stakeholders. People's participation also guarantees sustainability and effective implementation of the project.

Education and schooling

Education positively impacts the lives of children and, therefore, it is essential that free and compulsory education should be provided for all children without any discrimination. The element suggests strengthening facilities to help build infrastructure in learning centres and provide incentives to children, particularly children of home-based workers, working children, those who never attended school, school dropouts, and girl children



in order to attend learning centres which help them learn and bring them up to a level where they are mainstreamed and ready to join formal schools.

Overall, the core elements of the model suggests alternate solutions and strategies which could help replace exploitation of manual labour and would make processes more productive which, in turn, can result in an increase in efficiency and reduce the possibility of engaging children in home-based works. The likelihood of fair wages, enhanced income, more opportunities, and improved facilities necessitate home-workers in providing regular schooling for their children. In addition, the multi stakeholder support and educational initiatives through learning centres and public schools increases the rate of children in schools, decrease the rate of school dropouts, and the number of child labourers in home-based production.



Implementation of the Model

THE model will be implemented through big producer groups who work with smaller crafts producing groups/learning centres. While the issues addressing home-based workers will be addressed through producer groups, the interventions related to the education of children will be initiated through learning centres linked to the producer groups identified in each of the project areas. In order to implement the model, certain activities including: setting-up/strengthening learning centres/bridge schools; providing trainings for instructors; formation of groups of young workers/child workers; sensitising the community; mainstreaming children into formal schooling; community mobilisation/public action for improving services in schools; interactive sessions with supply chain constituents/actors; facilitating vocational training, etc., are essential. The project team along with the implementing partners have already started initiatives in this regard.

EXPECTED ROLE FROM DIFFERENT ACTORS

Though the project team along with implementing partners will take the lead in implementation of the model, it requires sustained support from key stakeholders in order to achieve the objectives of the project.

In order to implement the model, formation of multi stakeholder groups are essential. Multi-stakeholder network groups will be formed to facilitate consultation and learning which, in turn, assist the project team in implementing the model. The group will consist of representatives of all key stakeholders including home-workers and children, producer



groups, buyers, retailers, exporters and the Government. The multi stakeholder groups to be started at two levels: (1) at the national level to be activated by the Project Manager; and (2) at the local level to be activated by the field coordinators.

FTF-I is providing the strategic vision and direction of the project while ensuring the correct implementation of the model and the components/activities related to setting up/strengthening the learning centres, community mobilisation and home-worker group meetings through its members organisations and producer groups. Producer groups (implementing partners) take the lead in implementing the model in their supply chains through the learning centres run by them or their small producer groups along with the help of project team. The project started investing in the selected/confirmed learning centres to: provide good facilities; enhance their capacities; increase their outreach to non-producer members of the community; and improve the quality of teaching. The project team has also organised meetings for learning centre teachers, coordinators, and concerned people from each organisation identified, and is also in the process of providing training for instructors with the help of experts in the field, including academics, NGOs, and activists. Instructors will be trained in creative educational tools, techniques, and community action to conduct classes, and facilitate the parents to ensure that the children are enrolled in schools; follow-up with children to ensure that they continue studying and do not drop out; and also reach out to the community on the importance and right to education. Implementing partners are also supposed to submit reports related to the changes and progress that the model brings about on a monthly, quarterly, half-yearly, and yearly basis.

Children will be organised within their communities in the form of groups of young workers and child-workers. This will help sensitise children in order to take decisions regarding work, play, and education, and also for other children in the community. Field coordinators take the lead in this with the help of learning centres in the respective areas. The process has already been started.

Sensitising communities will be initiated in order to create interest and ownership in the project, and also in involving and encouraging parents to send their children to schools. This will be achieved with the help and support of the producer groups and local communities.



Monitoring, Evaluation and Action-Reflection- Action

THE model, once implemented, will be monitored and evaluated through collective action and participation. Management information systems will be set up to collect, compile, and analyse information to monitor and track feedback on progress. Major activities during this period include: regular project team meetings; project reports (quarterly and annual reports); and sharing of information with project stakeholders. Apart from this, the project team will evaluate the progress made on elements of the model proposed. A situational analysis of the target groups will provide data against which progress and results can be assessed.

While the project implementing partners are expected to prepare an annual action plan and also monthly plans to help monitoring at the field level, monitoring progress will be analysed by field coordinators with the help of learning centres, small producer groups, big producer groups, and other key stakeholders. Key monitoring tools for these include: reports of stakeholder workshops, consultative meetings, minutes of meetings of the home-worker groups, child-parent meetings, etc. Parameters to identify/evaluate progress based on the reflections of each element of the model are also developed (Annexures 5 and 6). Twenty two (22) registers in the form of reporting requirements and certain other documents are provided to each learning centre in order to maintain record of activities conducted in the learning centres which, in turn, will help the project team to collect and assess progress of the project activities. An index having the details of various documents/formats have also been prepared and made available (Table 7.1).

TABLE 7.1 Index: Documents available and ready to use

A	Reporting Formats
1.	Commitment plan and Progress report format
2.	Check List for Field Coordinator while visiting the LCs
3.	Log frame reporting format
4.	Monthly reporting format
5.	Weekly reporting format
6.	Case Study format
B	Formats for the Meeting
7.	Attendance sheet
8.	Minute format
9.	Agenda Format
C	Planning Formats
10.	Check list for developing the action plan for LCs
11.	Resource map format
12.	Associates commitment plan
13.	Macro Level Activities
14.	Micro Level Activities
15.	Project Indicators
D	Field Resources
16.	Stakeholder's key chart
17.	Compendium of Govt. Schemes
18.	Gap Analysis format
19.	Check list for new LCs
20.	Format to know community priorities
E	Communication Material
21.	First draft of project brochure
22.	Draft of the newsletter



F	Other Documents
23.	Project proposal
24.	Budget for learning centre
25.	Budget requisitions by associates-quarter wise
26.	Tendering documents
27.	MoU
28.	Project deliverable
29.	Research Report
30.	Model of LC
31.	List of associates /LCs and their details
32.	Contact details of the project staff/responsibility chart

Note: Prepared on the basis of inputs shared by FTF-I

ACTION-REFLECTION-ACTION

Follow up of the model implementation will be carried out by an action-reflection-action method. Action learning is a process whereby stakeholders understand the issue and initiate efforts in addressing or tackling it through different strategies and reflecting on their actions. Reflection, therefore, is associated with learning that has occurred through experience and is an activity that helps the stakeholders to make sense of and learn from situations. Action-reflection-action, in this project, is a collective approach involving the participation of and consultation with all stakeholders, including parents, children, producer groups, buyers, retailers, contractors, government and the private sector. Consulting stakeholders become vital since each group has a unique position and they are, either directly or indirectly, affected by the proposed changes as far as model implementation is concerned. Key stakeholders will be consulted either separately or jointly and their feedback on the model implementation will be collected. This enables each actor to reflect on and review the action taken through the project and the action they have taken and to reflect on the learning points arising out of the implementation. This should then contribute to strengthen the model further, guide future action and improve performance. Thus, the action-reflection-action method will not only address the issues concerning home-workers and their children in craft works, but also ensure that the model developed is sustainable, successful and can be replicated.



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Annexures

ANNEXURE I: LIST OF MODELS STUDIED DURING INITIAL MAPPING EXERCISE

Models Studied—Initial Mapping Analysis

	District	Location	Name of the Home-worker/ Producer group	Status	Supply Chain Link	Product Category	Production Status	Presence of main-streaming/ other institutions and Learning Centres (LC)	Sugg-estion
1	Agra	Agra	Devendra	Producer group	FTF-I (Pushpanjali)	Stone, Embroidery, Glass, Jewellery	Active	No Govt. school, Prayag School (supported by Pushpanjali)	No
2	Agra	Agra	Soapstone Unit	Producer group	FTF-I (TARA)	Soapstone	Active	Absent	No
3	Bulandshahr	Chandpur	Moti Sitara workers	Producer group	Non-FTF-I	Ari, Moti Sitara	Active	Govt. schools, private schools	Yes
4	Bulandshahr	Masjid Chawk, Sikandrabad	Moti Sitara and high sequence workers	Producer group	Non-FTF-I	Ari, Moti Sitara	Active	Govt. school, private school, madrassas	No

	District	Location	Name of the Home-worker/ Producer group	Status	Supply Chain Link	Product Category	Production Status	Presence of main-streaming/ other institutions and Learning Centres (LC)	Suggestion
5	Bulandshahr	Uttam Nagar,	Imtiyaz	Producer group	Non-FTF-I	Pottery	Active	Govt. school, private schools	No
6	Bulandshahr	Anoopshahr, Buland Shahr	Pardada-Pardadi Educational Society (PPES)	Learning Centre	FTF-I (PPES)	Home furnishing and ladies wear	Active	Govt. primary and secondary school	No
7	Bulandshahr	Anoopshahr, Bichola	PPES Primary School	Learning Centre	FTF-I (PPES)	No	No	Govt. primary and secondary school	No
8	Bulandshahr	Anoopshahr	Satya Bharati School	Learning Centre	FTF-I (PPES)	No	No	Govt. primary and secondary school	No
9	Bulandshahr	Anoopshahr	Pardada Pardadi Inter College	Learning Centre	FTF-I (PPES)	No	No	Govt. primary and secondary school	No
10	Bulandshahr	Anoopshahr	PPES Vocational training	Learning Centre	FTF-I (PPES)	Home furnishing and ladies wear	Active	Govt. primary and secondary school	No
11	Bulandshahr	Boorchoraha	PPES Outlet	Producer group	FTF-I (PPES)	Home furnishing and ladies wear	Active	Govt. schools, private schools	No
12	Delhi	Bhatti Khurd, Delhi	Literacy India	Learning Centre	FTFI (Literacy India)	No	Active	Sawan Public School, Literacy India learning centre for girls	No
13	Delhi	Mohamadpur Delhi	Literacy India	Learning Centre	FTFI (Literacy India)	No	Active	Sarvodaya School, MCD School, private schools, Literacy India learning centre	No



	District	Location	Name of the Home-worker/ Producer group	Status	Supply Chain Link	Product Category	Production Status	Presence of mainstreaming/ other institutions and Learning Centres (LC)	Suggestion
14	Delhi	Neb Sarai, Delhi	Literacy India Learning Centre	Learning Centre	FTFI (Literacy India)	Gift Bags, fashion accessories	Active	1 Govt. school, Literacy India learning centre	No
15	Delhi	Panch-sheel Park, Delhi	VIDYA-Learning Centre	Producer group	FTF-I (VIDYA)	No	Active	Private Schools, Govt. School, Public School	No
16	Delhi	Uday Park,	MESH outlet	Producer group	FTF-I (MESH)	Handloom-tablecloths, bed sheets, napkins	Active	Private schools	No
17	Delhi	Qutub Institutional Area, Delhi	VHAI-Kala Aprajita shop/unit	Producer group	FTF-I (VHAI-Kala Aprajita)	Handloom-embroidery, terracotta, coir	Active	Private schools	No
18	Delhi	Okhala, Delhi	TARA unit	Producer group	FTF-I (TARA)	Packaging, Processing work	Active	No	No
19	Delhi	Khirki Village, Delhi	Pardada Pardadi Educational Society	Producer group	FTF-I (PPES)	Gift bags, wooden photo frames	Active	Govt. school, Private schools	No
20	Delhi	Jangpura, Delhi	TRSHH	Producer group	FTF-I (FTCI)	Tibetan carpets and handicrafts	Active	Govt. school, Private schools	No
21	Delhi	Okhla, Delhi	World Family Forum: USHA-EXIM unit	Producer group	FTF-I (USHA-EXIM)	Leather, fashion jewellery, stone	Active	No-unit is in industrial area	No



	District	Location	Name of the Home-worker/ Producer group	Status	Supply Chain Link	Product Category	Production Status	Presence of main-streaming/ other institutions and Learning Centres (LC)	Suggestion
22	Delhi	Central Secretariat, New Delhi	AIDWA office	NGO	Non-FTFI	No	Active	AIDWA	Yes
23	Delhi	Sangam Vihar, Delhi	Adda workers owner	Producer group	Non-FTFI	Motisitara, thread cutting, adda works	Active	15 government schools, 30 private schools, 2 NGOs	No
24	Delhi	Sangam Vihar, Delhi	Prayas (NGO)	NGO	Non-FTFI	No	Active	government schools, private schools, Prayas LC	No
25	Delhi	Sangam Vihar, Delhi	NaiSoch (NGO)	NGO	Non-FTFI	No	Active	government schools, private schools, NaiSoch NGO	No
26	Delhi	Safdarjung Enclave, Delhi	Pratham India	NGO	Non-FTFI	No	Active	government schools, private schools	No
27	Delhi	Jaffrabad, Delhi	Home-workers	Learning Centre	Non-FTFI	Jeans pocket, jeans stitching and readymade garments	Active	Bharat Janta Shiksha Kendra	No
28	Delhi	Ghonda, Delhi	Home-workers	Learning Centre	Non-FTFI	Jeans pocket, jeans stitching and readymade garment	Active	4 primary schools, 4 senior secondary schools, Bharat Janta Shiksha Kendra	No
29	Delhi	Seelampur, Jafraabad Delhi	Home-workers	Learning Centre	Non-FTFI	Jeans stitching and readymade garment	Active	4 primary schools, 4 senior secondary schools	No



	District	Location	Name of the Home-worker/ Producer group	Status	Supply Chain Link	Product Category	Production Status	Presence of main-streaming/ other institutions and Learning Centres (LC)	Suggestion
30	Firozabad	Firozabad	TAGA-5	Learning Centre	FTF-I (TARA)	Glass, Mosaic Painting	Active	TARA Bal Shramik Vidyalay, 1 Govt. school	No
31	Firozabad	Nikaun Village, Firozabad	TARA	Learning Centre	Non-FTFI	Bangles work	Active	Shri. Shivballabh Kanya Inter-college, TARA Learning centre	No
32	Firozabad	Raipura Village, Firozabad	MCRC-Child Trust	Learning Centre	FTF-I (Child Trust)	Kanch-Bangles, Beads Jewellery	Active	Shri. Roshanlal Phulmati Kanya Vidyalay (pvt), Shantiniketan H.T. Kanya Junior High School, MCRC-CT LC	Yes
33	Firozabad	Lalav Goan, Firozabad	Guddidevi	Producer group	Non-FTFI	Bangles work	Active	Govt. School	Yes
34	Firozabad	Lalav Goan, Firozabad	Pramod Kumar	Producer group	Non-FTFI	Bangles work	Active	Govt. School	No
35	Moradabad	Moradabad	Mohd-shaq	Producer group	FTF-I (Noah's Ark)	Lack and Bead work	Active	Govt. schools, private schools	Yes
36	Moradabad	Hapur, Moradabad	Aftab Ahmed	Producer group	FTF-I (Noah's Ark)	Glass bead Jewellery	Active	Govt. schools, private schools	No
37	Moradabad	Saratarai, Moradabad	Ahtesham group	Producer group	FTF-I (Noah's Ark)	Photo frame, Jewellery	Active	Govt. schools, private schools	No
38	Moradabad	Moradabad	Anwar Salim	Producer group	FTF-I (Noah's Ark)	Lantern/ lamps colouring, recycled sheet items	Active	Govt. schools, private schools	No



	District	Location	Name of the Home-worker/ Producer group	Status	Supply Chain Link	Product Category	Production Status	Presence of mainstreaming/ other institutions and Learning Centres (LC)	Suggestion
39	Moradabad	Moradabad	Dilshad Hussain	Producer group	FTF-I (Noah's Ark)	Stainless steel Cutlery	Active	Govt. schools, private schools	No
40	Moradabad	Moradabad	Intizar Hussain	Producer group	FTF-I (Noah's Ark)	Basket/Wire weaving	Active	Govt. schools, private schools	No
41	Moradabad	Moradabad	Kamrul Hassan	Producer group	FTF-I (Noah's Ark)	Iron Handicrafts	Active	Govt. schools, private schools	No
42	Moradabad	Moradabad	Khalil Ahmed	Producer group	FTF-I (Noah's Ark)	Iron handicrafts	Active	Govt. schools, private schools	No
43	Moradabad	Moradabad	Mohamed Shahid	Producer group	FTF-I (Noah's Ark)	Brass and aluminium handicrafts	Active	Evening School for street children	Yes
44	Moradabad	Moradabad	Mohammad Anwar	Producer group	FTF-I (Noah's Ark)	Wooden handicrafts	Active	Govt. schools, private schools	No
45	Moradabad	Moradabad	Mohammed Meeraj	Producer group	FTF-I (Noah's Ark)	Brass and aluminium handicrafts	Active	Govt. schools, private schools	No
46	Moradabad	Moradabad	Mohd Shanawaj	Producer group	FTF-I (Noah's Ark)	Aluminium	Active	Govt. schools, private schools	No
47	Moradabad	Moradabad	Rahat Hussain	Producer group	FTF-I (Noah's Ark)	Metal Jewellery	Active	Govt. schools, private schools	No
48	Moradabad	Moradabad	Rajendra Kumawat	Producer group	FTF-I (Noah's Ark)	Paper work	Active	Govt. schools, private schools	No
49	Moradabad	Moradabad	Riyaz Hussain	Producer group	FTF-I (Noah's Ark)	Mosaic glass, beads	Active	Govt. schools, private schools	No



	District	Location	Name of the Home-worker/ Producer group	Status	Supply Chain Link	Product Category	Production Status	Presence of mainstreaming/ other institutions and Learning Centres (LC)	Suggestion
50	Moradabad	Moradabad	Iftikar Hussain	Producer group	FTF-I (Noah's Ark)	Metal, Brass, Aluminium Casting	Active	Govt. schools, private schools	No
51	Moradabad	Moradabad	Rajesh	Producer group	FTF-I (Noah's Ark)	Hand painting, Metal work	Active	Govt. schools, private schools	No
52	Moradabad	Kashirammpur, Moradabad	Ashakiran	Producer group	FTF-I (Noah's Ark)	handicrafts	Active	Govt. school, Ashakiran School	No
53	Moradabad	Dalpatpur, Moradabad	Ashakiran	Learning Centre	FTF-I (Noah's Ark)	handicrafts	Active	Azhar Memorial PJH School, Ashakiran Learning Centre	No
54	NCR	Suncity, Gurgaon	Literacy India	Learning Centre	FTFI (Literacy India)	No	Active	Govt. schools, private schools, Literacy India school	No
55	NCR	Gurgaon	VIDYA school	Learning Centre	FTF-I (VIDYA)	No	Active	Govt. schools, private schools	No
56	NCR	Gurgaon New Delhi	Literacy India	Learning Centre	FTFI (Literacy India)	No	Active	Govt. schools, Literacy India centre learning	No
57	NCR	Gandhi Colony, Faridabad	Bharat Mata Kusht Ashram	Producer group	FTF-I (MESH)	Handloom-tablecloths, bed sheets, napkins	Active	Private schools	No
58	NCR	Bahadurgarh, Haryana	Conserve	Learning Centre	FTFI (Conserve)	Processed plastic and waste material products	Active	Learning centre in Krishna Nagar	No



	District	Location	Name of the Home-worker/ Producer group	Status	Supply Chain Link	Product Category	Production Status	Presence of main-streaming/ other institutions and Learning Centres (LC)	Suggestion
59	Saharanpur	Sarai Kazi	Addaand Moti Sitara workers	Producer group	Non-FTF-I	Adda, Moti Sitara	Active	Govt. schools, private schools	No
60	Saharanpur	Saharanpur	Bahr Ahmed	Producer group	FTF-I (Noah's Ark)	Wood crafts	Active	Govt. schools, private schools	Yes
61	Saharanpur	Megh Chappar, Saharanpur	Ashu Artware	Producer group	Non-FTFI	Wood work, Glass	Active	No	No
62	Saharanpur	Husainpur Basti, Saharanpur	Husainpur Basti	Producer group	Non-FTFI	No	Active	Private schools, Pratham India centres	Yes
63	Saharanpur	Noor Basti, Saharanpur	Pratham Education Centre	Learning Centre	Non-FTFI	No	Active	Private schools, Pratham Education Centre	Yes
64	Saharanpur	Noor Basti, Saharanpur	Pratham Sunehra Kal	Learning Centre	Non-FTFI	No	Active	Private schools, Pratham Sunehra Kal	Yes
65	Saharanpur	Khatakeri Village, Saharanpur	Rashtriya Balshram Vidyalay	Learning Centre	Non-FTFI	No	Active	Pratham India schools, Primary schools	Yes



ANNEXURE 2: BREAKUP OF MODELS STUDIED DURING IN-DEPTH SITUATIONAL ANALYSIS

Sl. No	Locations	Producer group/ Organization	Group	Status
1	Firozabad, Labour Colony	TARA	Tara Balshramik Vidyalaya	Learning Centre
2	Firozabad, Nikaun Village	TARA	Tara Balshramik Vidyalaya	Learning Centre
3	Firozabad, Raipura Village	The Child Trust	MCRC-Child Trust	Learning Centre
4	Delhi, Old Delhi	The Child Trust	The Child Trust	Learning Centre
5	Delhi, Neb Sarai	Literacy India	Literacy India	Learning Centre
6	Delhi, Bhatti Khurd	Literacy India	Literacy India	Learning Centre
7	Delhi, Badarpur	TARA	Tara	Learning Centre
8	Delhi, Sangam Vihar	Non-FTFI	Non-FTFI	Learning Centre
9	Delhi, Jaffrabad	Bharat Janta Siksha Kendra	BJSK	Learning Centre
10	NCR, Bahadurgarh	Conserve	Shiksha Shakti Gyan Kendra	Learning Centre
11	Delhi, Shakti Colony	Society for Child Development	SCD	Learning Centre
12	NCR, Bajgheda, Gurgoan	Literacy India	Literacy India	School
13	Delhi, Nangloi	Service Civil International	SCI	Learning Centre
14	Mirzapur, Chunar	Unnayan Sagathan Samiti	Handloom workers	Production units, home-workers
15	Mirzapur, Garoudi	Unnayan Sagathan Samiti	Dari workers	Home-workers
16	Mirzapur, Bhadohi	Unnayan Sagathan Samiti	Carpet weavers	Home-workers



ANNEXURE 3: BREAKUP OF MODELS STUDIED FURTHER

Sl. No	Locations	Producer group/ Organization	Group	Status
1	Delhi, Sangam Vihar	Tigri Education Centre	Hope Worldwide	Learning Centre
2	Moradabad, 6 Sadka	HANDS	HANDS	Learning Centre
3	Moradabad, Goyal Mannpur	HANDS	HANDS	Learning Centre
4	Delhi, Seelampur	Bharat Janta Siksha Kendra	BJSK	Location

ANNEXURE 4: LIST OF MODELS STUDIED DURING IN-DEPTH SITUATIONAL ANALYSIS

IN-DEPTH ANALYSIS OF SHORTLISTED/PROPOSED CENTRES

	Producer Group	Significant Aspects	Strengths	Weakness	Criteria For Selection
1	TARA	<ol style="list-style-type: none"> 1. Focus on artisans and producers from marginalised and economically disadvantaged sections 2. Support services to the production and marketing of handicrafts on fair trade principles 3. Informal and vocational education for grassroots craft persons 	<p>Quality: better infrastructure facilities, own building</p> <p>Incentives: free educational materials and books</p> <p>Relevance: follows state board syllabus</p>	<ul style="list-style-type: none"> • poor teacher-student ratio • teachers are not trained • less transparency of activities in local communities • tuition fees collected in some learning centres 	Case study, intervention, curriculum based study, influential factor, Learning Centre
2	Conserve India	<ol style="list-style-type: none"> 1. Focus on education and training for poor children and workers to lift them out of poverty 2. Helps children from rag pickers families in attending learning centre 	<p>Accessibility: school in the same locality</p> <p>Quality: study materials for children</p> <p>Incentives: free snacks or fruits for children on a daily basis</p>	<ul style="list-style-type: none"> • No external support • poor infrastructural facilities • rented building • (minimal) fee for children 	Case study, intervention, curriculum based study, influential factor, Learning Centre



	Producer Group	Significant Aspects	Strengths	Weakness	Criteria For Selection
3	Literacy India	<ol style="list-style-type: none"> 1. Focus on education, empowerment and employment. 2. Empowering underprivileged children and women by making them self-sufficient 3. Holistic development of the child through “Ladder of learning” - the strategy to educate through awareness, creative workshops, open school, schooling, sponsorship and vocational training 4. Community based learning centres 	<p>Accessibility: Students from the same locality</p> <p>Affordability: no tuition fees</p> <p>Quality: better facilities</p> <p>Relevance: follows state board syllabus; Gyantatra-digital dost computer based programme</p>	<ul style="list-style-type: none"> • poor teacher student ratio, • minimal home worker’s children 	Case study, intervention, curriculum based study, influential factor, Learning Centre
4	The Child Trust	<ol style="list-style-type: none"> 1. Focus on rights based approach - child rights, right to education. 2. Helping children, including orphans, from poor backgrounds 3. Bringing children out of child labour activities 4. Mass appeal 5. Acceptance in community 	<p>Accessibility: Students from the same village, support of local community, children from home worker’s family</p> <p>Affordability: no tuition fees</p> <p>Quality: better infrastructure facilities, free educational materials and books</p> <p>Relevance: follows state board syllabus</p> <p>Sustainability: own buildings</p>	<ul style="list-style-type: none"> • lack of human resources, 	Case study, intervention, curriculum based study, influential factor, Learning Centre
5	Unnayan Sansthan Samiti	<ol style="list-style-type: none"> 1. Presence of home-workers 2. Supporting home-workers in procuring orders 		<ul style="list-style-type: none"> • Not in the project area • Not focusing on educational initiatives • No learning centre 	Case study, intervention, influential factor



NON FTF-I MEMBERS

	Producer Group	Significant Aspects	Strengths	Weakness	Criteria For Selection
1	Bharat Janta Siksha Kendra (Mazdoor Janta Colony), Jaffrabad	<ol style="list-style-type: none"> 1. Community outreach 2. Children from home-workers families 	<p>Accessibility: school in the same locality</p> <p>Participation: good rapport with community and religious organisations</p>	<ul style="list-style-type: none"> • lack of resources • poor infrastructure facilities • migrated home workers children 	Case study, intervention, influential factor, Learning Centre
2	SCI, Nangloi, Delhi			<ul style="list-style-type: none"> • Centre runs like a day care centre • Absence of trained teachers 	Case study, Learning Centre
3	SCD, Shakti Colony, Delhi	Education and training to disabled people	<p>Quality: better infrastructure facilities, own building</p> <p>Incentives: free educational materials and books</p>	<ul style="list-style-type: none"> • not focusing on children from home-based sector only 	Case study, Learning Centre
4	Tigri Education Centre, Hope World-wide, Sangam Vihar, Delhi	Sustainable and quality education together with capacity building programmes through staff and volunteers which empower children and other vulnerable individuals	<p>Accessibility: Students from the same area, support of the community, a large no. of children from home worker's family</p> <p>Affordability: no tuition fees, financial support for students</p> <p>Quality: better infrastructure facilities, free books, learning and learning equipments and recreational materials, sufficient</p>	<ul style="list-style-type: none"> • Not focusing on children from home-based sector only. • not linked to export oriented supply chain 	Case study, Intervention, Learning Centre



	Producer Group	Significant Aspects	Strengths	Weakness	Criteria For Selection
			teaching, administrative and support staff. Relevance: follows state board syllabus Sustainability: own buildings, support from external donors.		
5	HANDS, Moradabad	Works on child labour and child rights; and focuses on elementary education and mainstreaming children	Accessibility: Students from the same area, community support Affordability: no tuition fees Quality: free books and learning equipments and sufficient teaching and support staff. Relevance: trained teachers; follows their own syllabus Sustainability: community support	<ul style="list-style-type: none"> • lack of resources • Learning centre in rented buildings • Large no. of working children 	Case Study, Intervention, Learning Centre



ANNEXURE 5: ACTIVITIES TO BE CONDUCTED FOR THE IMPLEMENTATION OF THE MODEL

IMPLEMENTATION OF THE MODEL IN THE PROJECT AREAS

Activities to be conducted		Elements of the Model				
		Wage and social security	Public provisioning	Supply chain management	Awareness and participation	Education and schooling
2.3.1	Set-up/strengthen learning centres/ bridge schools					
2.3.2	Trainings for instructors					
2.3.3	Formation of groups of young workers/child workers					
2.3.4	Sensitising the community					
2.3.5	Mainstreaming children into formal schooling					
2.3.6	Community mobilisation/ public action for improving services in schools					
2.3.7	Interactive sessions with supply chain constituents					
2.3.8	Facilitating vocational training					



ANNEXURE 6: MONITORING, EVALUATION AND ACTION-REFLECTION-ACTION

FEEDBACK

In order to assess change, collect feedback and monitor progress of the model implemented, a document has been prepared on the basis of the following aspects listed below:

1. Name and details of the Producer Group/ Learning Centre
2. Elements of the Model
3. Sub-elements of the model
4. Baseline Information of individual producer group/learning centre.
5. Specific questions on what wants to test?
6. Parameters to assess progress
7. Activities conducted to achieve the objectives
8. Means of verification
9. Progress made on each of the element
10. What are the risks/challenges involved
11. Reflections from the Month
12. What could we do better?



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CENTRE FOR EDUCATION AND COMMUNICATION (CEC)

173-A, Khirki Village, Malviya Nagar, New Delhi – 110017

Tel: 91-11-29541858/ 2473/ 1841/ 3084 Fax: 91-11-29545442/ 2464

Email: cec@cec-india.org

Website: www.cec-india.org