

International and
participation (ilo-ipec,
2007) as mentioned
in



International Labour Organization -International Programme on Elimination of Child Labour (ILO-IPEC) is active in various countries, working in the field of child labor around the world.

Since its creation in 1992, it has taken countless different approaches using education as a means of eliminating child labor. ILO-IPEC has acquired considerable range of experience and knowledge through providing non-formal education opportunities for child laborers and mainstreaming them into the formal education system. Furthermore, it has done various interventions in the education system and “ built national alliances to make education policies and systems more responsive to children at risk.” (ILO-IPEC, 2007) Below are the ILO-IPEC’s efforts to providing education to child laborers through intervention on various factors. 1.

Policy Development and Reinforcement and Education Resources Linking the Elimination of Child Labor to the Education for All Initiative Education is essential in eradicating and preventing child labor, to establishing a competent workforce and to promoting development justice and human rights. Therefore, the international efforts to eradicate child labor and achieving Education for All are strongly linked with one another. On one hand, education is a means in preventing child labor, while children who do not have access to quality education are likely to end up working on the street. On the other hand, child labor is one of the major obstacle from achieving EFA because children who are working full time do not have time to go to school. Furthermore, those children who combine work and school are affected in terms of their attendance, performance and participation (ILO-IPEC, 2007) as mentioned in the previous section. Therefore,

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incorporating measures dealing with child labor is important in order to achieve EFA.

Special measures and needs must be taken care of, particularly for the vulnerable children, girls, and children with disabilities coming from poor households. The ILO and the IPEC programme support EFA movement by working closely with the governments, employers, social organizations, international and local NGOs and trade unions making it the leading UN agency in the Global Task Force on Child Labour and Education established in November 2005. (ILO-IPEC, 2007) The founding organizations of which also include the World Bank, UNESCO, UNICEF and the Global March Against Child Labour. India was one of the countries involved in the action programs. "The elimination of child labour through universalization of elementary education with a focus on girl children in cotton seed farming in the Kulkacharla Mandal of Ranga Reddy District, India" was implemented by the Mamidipudi Venkatarangaiua Foundation (MVF), Andhra Pradesh, India. The MVF aims the "eliminate child labor through universalization of quality formal education" and "create awareness and demand for education among the poor." (ILO-IPEC, 2007) MVF contends that children are supposed to be in school and are not meant to work in exploiting environment.

It targeted all children as making children physically attend school deters them from joining the workforce. Furthermore, the program also put emphasis on promoting that education is a part of the fundamental rights of children. Despite of the limited financial support from, MVF has been successfully effective, and the MVF's bridge course have been implemented in over 6000 villages, covering an estimated 45,000 child

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laborers benefitting from it. (ILO-IPEC, 2007) MVF also played a significant role in contributing to state-led educational programs by providing technical and strategic support from its own experience. (Venkateswarlu, 2004) Other strategies under policy development and reinternment include working with ministries of education, engaging governments to cover the cost of education, establishing education task forces on child labor. 2.

Teacher Training and Mobilizing Teachers' Organization Teacher Training - Building the Capacity of Institutions to Combat Child Labor Teachers are considered a very important factor because they are in direct contact with children and as well as the community. They contribute significantly in improving the quality of teaching, monitoring child laborers, increase awareness and provide school-based support for children at risk. However, it is crucial for these teachers to be equipped with necessary knowledge and training to enable them to be sensitive to the issues and needs of these children and be able to provide them with appropriate teaching style or lesson for them. Furthermore, children who have left the formal education system to work revealed in interviews that the attitude of teachers towards them is one of the major "push" factor. Relationship with other students and teachers is a significant factor for vulnerable children at school.

(ILO-IPEC, 2007) It is, therefore, important to pay special attention to teacher training to increase enrollment and participation rate and