



HUMANA
PEOPLE TO PEOPLE INDIA



Children in the Forgotten Link of Textile Value Chain

A Case Study from Textile Recycling Hub of Panipat, Haryana

The degree of access to quality health and education that a child receives in a society is a tangible indicator of the progress of that society. In the light of this fact, it is imperative for us to create an environment conducive to the full blossoming of a child's potential.

Over the years, through legislative and constructive social changes, India has progressed in leaps and bounds in securing a healthy environment and access to quality education for its children. Child labour, however, has continued to be a veritable scourge on this progress that has effectively curtailed the efforts made by such progressive changes and their impact on children.

Very often the factors leading to the promotion of child labour lay hidden from our everyday life. The textile recycling sector is one such area where the issue of child labour persists and thrives amidst the cracks of loosely formulated legislations and/or administrative and social apathy.

Panipat district in the Indian state of Haryana is the textile recycling hub of the world. Second-hand clothes from across the world are brought to the recycling units of Panipat to be converted into blankets, mats and such reusable items. In order to address the issue of child labour in these factories Humana People to People India (HPPI) has since 2013 worked in collaboration with its partner organisations UFF Norway and UFF Finland on providing education to the children of migrant workers. With support from the Netherlands Enterprise Agency (RVO) and in partnership with the Netherlands-based organisations Arisa and Sympany, in 2018 HPPI launched the Children in the Forgotten Link of the Textile Value Chain project.

This case study encapsulates the progress and challenges of the project in attempting to create a child labour free zone in the three wards of Panipat. While providing the contextual realities that promote the practice of child labour in these regions, this document, through the testimonies of the project's various stakeholders, provides a consolidated perspective of the urgent need of quality education and community engagement in making the objectives of such an endeavour a success.

1. Context and Background

Child labour is the practice of having children engage in economic activity, on part or full-time basis. The practice deprives children of their childhood, is harmful to their physical and mental development and pushes them into an intergenerational cycle of poverty. Lack of good schools, growth of informal economy and endemic poverty are considered the important causes of child labour in India.

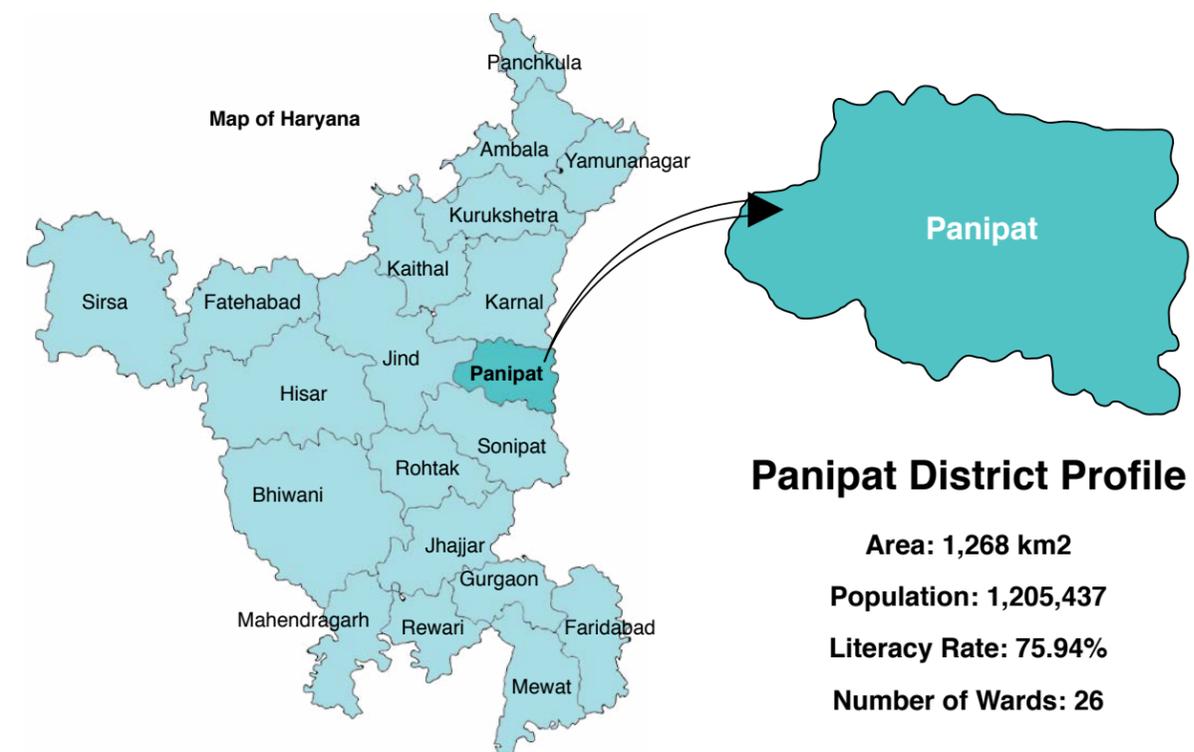


A child working in an informal recycling shed in Panipat, Haryana

- ❖ **Definition:** Child Labour in India is defined by the 'CHILD LABOUR (PROHIBITION & REGULATION) ACT 1986'. The act defines a child as any person who has not completed his fourteenth year of age and an adolescent as a person who has completed his fourteenth year of age but has not completed his eighteenth year. It outlines where and how children can work and where they cannot. The basic objective of the Act is to ban employment of children below the age of 14 years in factories, mines and hazardous employment and to regulate the working conditions of children in other employment. Following an amendment in the Act in the year 2016, a complete prohibition has been imposed on employment of child labour in any establishment, whether hazardous or not. A child is permitted to work only to help family, in family enterprise or as child artist after school hours or during vacations. The amendment permits employment of adolescent labour, except in hazardous processes or occupation.

- ❖ **Country Context:** The 1998 national economic census of India estimated the total number of child labour, aged 5–14, to be at 12.6 million. According to the 1999-2000 National Sample Survey conducted by the Government of India, an estimated 10 million children work in the fields and factories across the country.¹ According to a 2015 report by the International Labour Organisation, over 12.9 million children in India in the 7-17 years age group, are in employment, primarily working in agriculture and unpaid family work.²
- ❖ **Child Labour in Haryana:** In 2001, Haryana accounted about 2,53,491 child labourers which was a big rise from 1,09,691 in 1991.³
- ❖ **Panipat - Cast-off capital of the world:** Located about 90 kilometres from the national capital Delhi, Panipat district of Haryana is of particular relevance in this context. Famous as the "Castoff Capital of the world", Panipat is the world's largest textile recycling hub, producing reclaimed shoddy wool yarns and blankets out of used clothing. Second-hand clothing from the US, Canada, the UK, Western Europe, Japan and Korea is brought to Panipat to be resold, recycled and reused. The labour force at these sweatshops consists mainly of subcontracted migrant workers where children are also often employed in hazardous conditions.

Urban migration is often a direct consequence of rural poverty and contributes to the problem of child labour in no small way. The Panipat district shares its eastern boundary with the Indian state of Uttar Pradesh; a state that alone accounts for nearly one-fourth of



¹<http://www.ijsrp.org/research-paper-0615/ijsrp-p4295.pdf> (accessed July 11, 2020)

²https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-new_delhi/documents/publication/wcms_359371.pdf (accessed July 11, 2020)

³<http://www.ijsrp.org/research-paper-0615/ijsrp-p4295.pdf> (accessed July 11, 2020)

the total out-migration in India. Livelihood options from textile factories of Panipat have for long lured labour from the neighbouring states, with a consequent increase in the numbers of out of school children in the region. These children and children at risk of dropping out of school are particularly vulnerable to exploitation and risk being drawn into the workforce.

2. Programme Overview

In order to address the issue of child labour in the textile recycling factories of Panipat, Humana People to People India (HPPI), with support from the Netherlands Enterprise Agency (RVO) and in partnership with the Netherlands-based organisations Arisa and Sympany, launched the *Children in the Forgotten Link of the Textile Value Chain* project on January 1, 2018.

The primary objective of the project is to create a Child Labour Free Zone in the project operational area that includes wards 1, 2 and 3 of Panipat. A ward is an administrative unit of a city/region. The operational area covers a population of 10,000 people residing in nearly 2,500 households. The area has been selected based on the number of big and marginal textile enterprises and the strength of the residential population.

Telangana-based MV Foundation partnered with HPPI as a technical partner in the project.

❖ **Project Objectives:** The project aims to achieve the following objectives:

- At least 50% reduction of child labour in the intervention area by the end of the project.
- 250 Children to attain education for the grades VI, VII and VIII.
- Close to 100% reduction of child labour in the selected factories in the project interventions areas.

❖ **Educational resources***: To ensure that children in the project have ready access to quality education that is in line with their academic level and one that provides them much needed social skills, the project incorporates HPPI's three distinct educational interventions to cater to different age groups of children. These three interventions are:

- **PoF Centres:** HPPI's Preschool Children of the Future (PoF) Centres cater to the cognitive and psychosocial enhancement of children in the 3-6 years age group. Providing an invigorating environment that helps nurture the aptitude and attitude of young children, the PoF Centres create a foundation in language and comprehension and provide them a head start into primary school. In the project, these Centres cater to the group of children who otherwise mostly accompany their parents to the textile factories due to paucity of facilities such as creches or child care centres
- **Kadam Centres:** HPPI's *Kadam* Step Up Programme is specifically designed for building academic and social skills of out-of-school children who have either dropped out or have never attended school. The programme enables such children to reach their age-appropriate learning level, before integrating them in a formal primary school. The *Kadam* Programme incorporates a graded, step-wise approach of bridging the learning gaps of the children and tracks their retention for a period of six months, once they are integrated into a formal school. This programme is designed to cater to the learning needs of children up to the primary grades level.

*HPPI's PoF and *Kadam* Centres in Panipat catered to the children of relevant age groups while not being formally funded under the project.



A student involved in completing his tasks in one of the Sambhavna schools under the project

- **Sambhavna Schools:** Sambhavna is HPPI's educational programme designed for children at upper primary or middle school level to strengthen their basic academic skills and ensure that they continue learning for life. The programme was conceived following the need to address the educational gaps found in the working children and help them gain formal education and a life of dignity. In this two-tier programme, after consolidating the academic foundations (relative to grades 1 to 5) of all the enrolled students, they are taken through the middle school programme from grades 6 to 8. The programme is based on the learning outcomes as suggested by the National Council of Educational Research and Training and is mapped with the National Curriculum Framework 2005 and includes creative subjects and computer literacy.



Nitu, a former textile factory worker, was successfully removed from the harmful factory environment and is today a Sambhavna student

❖ **Operational model:** The integrated approach of the project identifies children who work as laborers in the textile factories, brings them out of the harmful factory environment, provides them bridge education and makes efforts to integrate them into the formal education system. Engaging with the community members, factory owners and convincing the parents of working children to bring them out of the factories for pursuing education are also crucial elements of the project. This is broadly achieved through three teams:

- **Community Mobilisers:** A team of 10 Community mobilisers sensitises children, parents, factory owners and community members about the dangers of child labour and the benefits of education. They simultaneously identify children working in harmful factory environments and enrol them in Bridge Education Centres.



A Community Mobiliser conducting an information session on Child and Labour Rights with the workers of one of the textile factories in Panipat

- **Kadam and Sambhavana Teachers:** 10 especially trained teachers at the Sambhavana schools opened under the project bridge the learning gaps of the children identified by the team of community mobilisers. After securing appropriate learning levels among these children, the teachers ensure that they are mainstreamed in formal schools in their age-appropriate grades.



A Kadam class in session at one of the Centres in the project

- **Child Rights Protection Forum:** In order to make the project intervention sustainable and to ensure that the area remains free of child labour, a cadre of community volunteers called Child Rights Protection Forum (CRPF) has been created under the project. CRPF members, being from the same community, are well aware of the social dynamics and through regular contact with parents, factory owners and law enforcement officials, ensure that the area continues to be child labour-free.



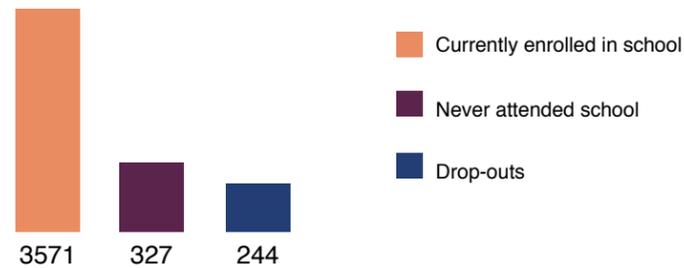
CRPF members interacting with factory owners and workers at a textile factory in Panipat

3. Project Implementation

Project implementation commenced in January 2018 with a baseline study and establishment of the project infrastructure and training of the human resource.

- ❖ **Baseline Assessment:** The project commenced with a baseline survey in the intervention areas of the three wards of Panipat. Data was collected from 2,493 households with an estimated population of around 10,000 individuals in the factory sites of Panipat. The survey identified 4,148 children between the age group of 5-18 years. It was identified that 10.6% of the children in the survey sample are engaged in work. 59.3% of the working children were not given any kind of wages for their work. This shows that working as child labourers does not necessarily provide any monetary benefits nor does it contribute to the family income. The baseline study included the survey of seven schools of the area, comprising three primary schools, three middle schools and one high school. Out of the seven schools, the survey team conducted physical verification of attendance for five schools.

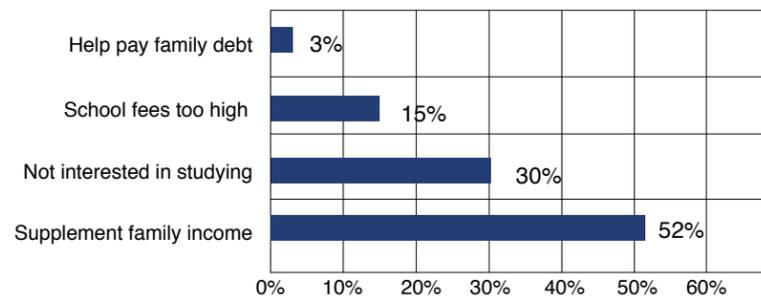
Education Profile of 5-18 year olds (N=4142)



Some of the key findings of the baseline assessment are listed below:

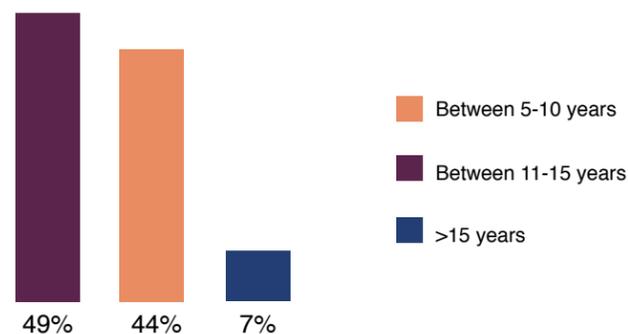
- The most commonly reported reason for engaging in work was to supplement the family income (52%). 30% of the children engaged in work due to their lack of interest in studies. Some of the other reasons included inability to pay school fees (15%) and working to help pay off family debt (3%).

Reasons for Engaging in Work (N=440)



- The survey revealed that a large percentage of the children (44%) start working at a very young age between 5-10 years. 49% of the children started working between the ages of 11-15 years and the remaining 7% of the children started working after they completed 15 years of age.

Age of child when started working (N=440)



- The children are exposed to dangerous hazards at the workplace. Some of the commonly reported occupational hazards are exposure to dust/fumes/toxic gases (38%) and loud noise (34%). Some children also operate dangerous tools/machinery (11%), work with toxic chemicals (4%) or in extreme temperature conditions (5%) and dangerous heights (8%).
- In the seven schools surveyed, there is a pressing need of 56 additional classrooms to accommodate all children. The toilets in the school are few in number and are not well maintained.
- Out of the seven schools, three are running in the same premises with staggered timings. It was found that this staggered school timings to accommodate a large number of students allows scope for children to go to work either at home or outside.



CRPF members interacting with parents and factory workers to ensure their children regularly attend school

❖ **Child Rights Protection Forum:** In March 2018, the project team started identifying community leaders and socially active youths to form the Child Rights Protection Forum (CRPF). The main purpose of forming the group was to make the intervention sustainable through active and formal community engagement that ensures that the factories in the three intervention wards of the district remain free of child labour.

The main objectives of the CRPF are:

- To work towards building a social norm for protection of child rights.
- To work towards the protection of all the rights of children as enlisted in the Convention of Child Rights of the United Nations.

- To ensure total abolition of child labour and to ensure that every child goes to school and is retained in school.
- To act as a vigilance committee on all public institutions related to child rights.
- To involve the various organs of the State and the government including Departments of Education, Social Welfare, Labour, Health, Revenue, Police, Women and Child Welfare, local bodies and elected representatives in favour of children's rights.

The CRPF members operate in close coordination with the HPPI project staff, through working together with the factory owners, labourers, parents and children themselves by sensitising relevant stakeholders about child rights, significance of education and the labour laws. In order to ensure that the CRPF members are able to meet the objectives of their group, it was imperative that they received the much-needed orientation and training in the relevant areas of child rights and labour laws. During the course of the project, various trainings and exposure visits were organised for the CRPF members. These sessions were mostly conducted by HPPI's technical partner, the Telangana-based MV Foundation. During these sessions, the team was briefed on various laws governing child rights and child labour. The field challenges and their plausible solutions were also discussed in the training, in addition to visiting MV Foundation's field operations in Telangana, where work on creating CLFZ is already under process and considerable achievement has been recorded. The training involved knowledge of the Right to Education Act, Child Labour Act 1986, POCSO Act and the JJ Act. As a part of exposure visits, the CRPF members have visited the National Commission for Protection of Child Rights (NCPCR) office in Delhi and held discussions with the Chairperson. CRPF members also visited the Child Helpline at Karnal to learn more about its operations and the way it supports children in distress through Child Care Institutions, Social Welfare Departments and District Legal Service Authority. In October 2019, CRPF was registered as an independent organisation under the State Societies Act. Today, the organisation has 84 active members, divided into various sub-committees for efficient operations on the ground.



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Almost all CRPF members are residents of the same areas where the textile factories are operational. This allows easy observation of the children and ensures that their education continues unhindered. In case they find a working child, the CRPF members are well-placed to contact the employer, the parents and, if need be, the law enforcement authorities to get the children out of the workplace and into an educational institution.

Sudha Jha
CRPF member



A community awareness rally organised under the project on the International Day Against Child Labour

- ❖ **Sensitisation Drives:** The primary way of influencing the relevant stakeholders for the CRPF members is to conduct sensitisation drives in the project intervention areas. This is often accompanied by field visits to the parents and factory owners conducted together with the community mobilisers. Any identified areas of concern are resolved during these sessions.



A workshop on Child and Labour Rights being conducted with the community members under the project

- ❖ **Workshops with Key Stakeholders:** The CRPF members, along with the project staff, have conducted periodic workshops throughout the course of the project. These workshops have included local youth and women clubs, and empowered them with awareness about relevant legislature and rights targeted towards the eradication of child labour. The participants are

motivated to engage with the target group and identify out-of-school children to attain the goal of creating Child Labour free Zones. The CRPF members also actively participated in the workshops and encouraged the youth to work as catalysts to achieve the target. One of the pertinent outcomes of these workshops has been the formation of three committees, namely Coordination Committee for establishing School Management Committees (in schools where SMCs don't exist or are dysfunctional) with 14 members, Coordination Committee for CLFZ with 15 members and Coordination Committee for advocacy with Government Departments with 10 members.

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Panipat is a rapidly developing district. Due to this there is an urgent need of more schools in this area. For example, in the industrial areas in sector 24, 25 and 29 there are no government schools even though there are a number of children in these areas. Due to long distance between their homes and the schools, many children can't attend schools regularly.

Dr. Mukesh Arya
Member, Child Welfare Committee

- ❖ **Health Clubs and Aadhar camps:** An important reason that deters migrant families from accessing basic essentials such as education, financial services, food security and health benefits is the lack of identity documents. Most members of such migrant families either do not have any identity documents or don't have access to them with the documents being in their home states. To address this wide-spread issue, the project staff regularly organises free UIDAI (Unique Identification Authority of India)



Students of Sambhavana schools getting their health parameters checked at a Health Camp organised under the project

registration camp, wherein community members get registered to receive their UID (Aadhaar) cards, which in turn helps them in gaining admission in schools, facilitate opening of bank accounts and also serve as address and identity proof for the children. Similarly, with an objective of keeping a record of student's health and promote healthy habits among students, free health check-up camps are regularly organized for the students of the PoF, *Kadam* and *Sambhavna* Centres. If needed, the students are also provided with free medicines during these camps, as prescribed by the doctor. Malnutrition and allergic issues are the most commonly found ailments among the children in these health camps.

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There is perceptible change in the child labour practices in the factories in the three wards of Panipat where the project is active. You can't see any child in the factories and warehouses in these areas and there is increased awareness among the factory owners and parents about the consequences of child labour. I have personally observed the heightened level of cooperation between the project staff and all sections of the society in eradicating child labour in Panipat.

Dr. Anil Mittal
Head, Factory Owners' Association, Panipat

- ❖ **Digital Education:** In order to ensure that the children who have successfully stepped out of the harmful factory environments receive education relevant for contemporary classrooms, the project has integrated digital learning and e-pedagogies in the *Kadam* Centres and *Sambhavana* schools. Collaborating with digital learning providers, iDream Education, the project has established 'tab-labs' in these centres that help students learn through engaging digital content uploaded on educational tablets. For most students enrolled in the schools under the project, the tab-labs provide the first experience of handling a digital device for education. While being a great motivator for students to continue their education, this initiative also plays the crucial role of bridging the digital divide widely prevalent across India.



A group of students during their tab-lab session at a Sambhavana school in Panipat



In the Panipat project HPPI partnered with MV Foundation (MVF), which has long standing experience in child labour eradication. The project adopted MVF's main strategies and principles in handling the situation of child labour. As the parents joined the factories, the children in these areas, if they were ever going to school in their native villages, also joined the workforce leaving education. A project that brings right to education to these children and frees them from labour bondage was necessary and HPPI responded to it rightly.

Organizing regular meetings with factory owners on not employing children had made the factory owners own up the programme of educating children and made them integral to the programme. 77 Written agreements have been finalised with as many factories to not employ children and make his/her factory child labour free forever.

Similarly, organizing bridge schools in the community areas where both parents and factories are located prepared and convinced parents that their children who either had left education midway or had never been to school can get educated. This intervention has made many children attend bridge schools.

Community leaders, families, factories, and schools have thus become a part of the programme that attempts to ensure that no child goes to work, and every child goes to school.

Yellini Rajendra Prasad
Chief coordinator, MV foundation

4. Project Impact and Challenges

❖ Impact and Achievements:

- 1,096 out-of-school children identified, out of which 449 have been enrolled in Bridge Schools, 504 were enrolled in *Kadam* Centres and 143 have been sent directly to government schools.
- Total 483 children have been mainstreamed in formal schools while 202 students are still active in Sambhavna schools.
- 77 agreements finalised with as many factories to not use child labour and make his/her factory child labour-free forever.
- 135 sessions on health & safety awareness successfully organized wherein 2,128 factory workers participated in an effort to promote safe working environment.

- 6 mega events were organized to generate awareness on child labour on 'World Day against Child Labor' and on 'World Child Rights Day' with participation of 2,711 community members.
- 5 chapters of Child Rights Protection Forum (CRPF) formed with 84 active members. CRPF is now a registered organisation under the Societies Act and functioning as an independent platform to eradicate child labour in the entire district of Panipat.
- 12 Petitions raised by CRPF members under the Right to Education for out of school children admission in Governments schools, for establishment of toilet and water facilities and repair of Government schools infrastructure. These petitions have brought about changes in a range of services in the area.
- 8 School Management Committees re-formed in as many Government schools and made functional.
- 272 meetings conducted with the textile factories owners to make them aware of relevant health and occupational safety practices relevant for their industry.
- 9 health camps conducted for Sambhavna school students.
- Tab-labs with total 60 educational tablets established with 20 tablets in each of the bridge schools under the project.

❖ Challenges:

- A major challenge of the project has been the significant lack of school infrastructure in the operational area to accommodate all the children of the area. The total number of schools in the project operational area is 61, including 9 Government schools and 52 private schools. The 9 Government schools of the area are running in 5 buildings with approximately 5,000 children.
- Due to overcrowding, the schools are run in a shift system. In the first half of the day the school engages primary grades students and in the second half the secondary grades students. This arrangement provides for the children to engage in work for half a day, often leading them to gradually disengage from education completely.
- In cases where the children have successfully completed their bridge education, the local schools' insistence on submission of Transfer Certificates (TCs) and other documents actively prohibits child's free entry into schools. TCs have to be issued by school authorities of family's native village in other states and are also to be attested by district authorities of that area making it impossible for children to get admissions in Panipat government schools. This has been the main advocacy issue of the project. The issue continues to be a source of harassment for the children and their parents who cannot afford to handle such bureaucratic hurdles even though the Right to Education act clearly mandates unconditional admission of children.
- A sizable section of working families in the factories are on term migration. They come to the factories to work for about a year and then leave the area along with children and are replaced by new families that join the workforce. Also, some families leave the project area and go to work in some other factory areas in the city. Due to this, the base number of out-of-school children fluctuates often.
- During the project, several cases of orphan children and children with one parent were found. Such children are mostly working for their daily survival. Hence, they cannot afford

to stop working at all. The project staff has convinced such children to at least attend school in the first half of the day.

- During the baseline survey, the factory owners were reluctant to participate in focused group discussions and did not let the surveyors enter the factory premises. Repeated visits along with several meetings made it possible for the project team to win the confidence of the factory owners.
- During the project, some of the factory owners did not allow their workers to come out and meet the project staff. Also, they don't allow the project staff to enter the factory premises. They're honest in saying that if all of the workers would gain education then who is going to work for them. With persistent efforts, the project staff was able to persuade them to join the cause.
- The list of drop-out children received from the government schools was difficult to validate, since no proper addresses were mentioned or the families keep migrating to other regions. The project staff was able to overcome this debacle by tracking such children through door-to-door validation in the areas.



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Since Panipat is an industrial centre, projects such as 'Children in the Forgotten Link of Textile Value Chain' play a critical role in this area. The project has been very effective in ensuring that the critical issue of child labour is raised in each textile factory and that the community is sensitised about Child Rights and the Right to Education. I've personally observed significant changes since the project was launched. You can hardly ever find working children in these three wards of Panipat now and also students' attendance in the local government schools has increased significantly. More importantly, children who dropped out of school to work in these factories, have now again joined Kadam and Sambhavana schools run under the project. The project has also helped in highlighting the issues of lack of sufficient educational infrastructure to accommodate all the children and the inherent drawback of running the schools in shifts. Our efforts are on to upgrade such schools which have limited infrastructure.

Mr. Vijender Singh Dalal
Assistant Project Coordinator
Sarva Siksha Abhiyan, Panipat



My son dropped out of school and started working due to financial difficulties in my family. But his passion for education never died. After he joined the Sambhavana school, he is back at his usual good behavior both at home and outside. I wish he completes his studies and gains good and respectable employment that ends our family poverty. I request all parents to ensure that their children don't work and go to school. The growth of a child in formative years is irreplaceable.

Sunita Devi
Factory worker and parent of a Sambhavana school student



I was earlier enrolled in a school, but my father suddenly fell ill and I was forced to drop out of school. I started accompanying my mother who works at a nearby textile factory. Soon I started working at the factory as well, stitching bedsheets and pillow covers. At rupee one per piece, I'd make about 300 rupees per day. The supply of the raw material was very erratic, so any income from the work was always very uncertain. One day, a teacher from the Sambhavana school came to my house during a survey. He had a word with my father and convinced him to get me enrolled in the school where free education would be provided. I joined the school the very next day and it has been one of the best experiences of my life. I was very poor in maths but after joining the school my math skills have improved significantly. Likewise, with English. Earlier I could not read anything in English, but now I can. At the Sambhavana school I also learnt to use a digital tablet for education. Most of my time on the internet at the school is spent learning about the solar system and galaxies. They fascinate me a lot. I want to grow up to be a doctor and treat poor patients.

Shoaib
Sambhavana student



During the formation of the Child Rights Protection Forum (CRPF), we identified people from the local community who have passion for the cause of children welfare. Today we have more than 80 members as active participants in various chapters of the CRPF. The members have divided the areas of wards 1,2 and 3 of the district in designated areas of operation to continue following up on children rescued and get them enrolled in schools, while also identifying new cases of child labour.

Vinod Solanki
Project Leader



I used to work as a segregator of old fabric in one of the textile factories near my house in Panipat. My job was to arrange the clothes according to colours. No matter how hard we worked, the factory owner would frequently scold us and at times did not even pay for the work done. Normally, I'd be paid rupees 500 per month. One day a teacher from the Sambhavana school came to our house during a survey and spoke to my mother about the importance of education. Joining Sambhavana school has been a very pleasant experience for me. Here I made new friends and started learning Hindi, English and Maths. During one of the excursion trips organised by the school, my classmates and I also went to Kurukshetra and visited a museum there. Digital learning through computers has been the best experience for me at the school. I can successfully create documents on Notepad and send messages to my friends over email on the internet. I'm very happy attending the school regularly.

Neetu
Sambhavana student



As a community mobiliser, my role in the project entails identifying working children and sensitising their parents and their employers to send them to school. At first I found that establishing a rapport with the children is quite tricky as they're often quite shy and would run away when they saw me approaching. But I soon found out that a friendly attitude not only builds trust but also encourages children and parents to understand the true value of education.

Deepak Kataria
Community Mobiliser



Sambhavana schools are designed to cater to the educational needs of children who come from a working background. The bridge education model of our school includes various innovative elements such as activity-based education, peer learning and theme learning to keep the environment at the school interesting and invigorating. During the periodic common meetings held at the school, students and teachers join hands to make agendas to address the issues the students face.

Involvements of parents in their child's education is one of the most important factors that ensures that education continues unhindered. To facilitate this, we regularly conduct parents-teachers meetings and celebrate Parents' Day at our school. On these special days, students present their artistic and creative works of arts and crafts in front of their parents. This acts as a profound motivational factor for parents to regularly send their children to the school.

Seema Rani
Teacher, Sambhavana school



About Humana People to People India

Humana People to People India is a development organisation registered as a not-for-profit company under section 25 of the Companies Act, 1956 as of 21st May, 1998. It is a non-political, non-religious organisation working for the holistic development of the under-privileged and marginalised people in rural and urban India through social development and poverty alleviation interventions focusing on education, life skills, improved livelihoods, health and sanitation, empowerment of women and environment protection.



About Sympany

Sympany is a social enterprise which contributes to a sustainable circular post-consumer textile value chain. The core business includes tendering for textile contracts at municipalities to get permits to collect for a certain period, collecting, sorting and selling of textiles and promoting re-use and re-cycling of our collected textile. Sympany has been partnering with HPPI for the past five years in bridge-education projects and creating child labour free zones in Panipat. (www.sympany.nl).



Ministry of Foreign Affairs

About RVO

NL Enterprise Agency (RVO) is a department of the Dutch Ministry of Economic Affairs and Climate Policy that implements government policy for agricultural sustainability, innovation, and international business and cooperation. NL Enterprise Agency is the contact point for businesses, educational institutions and government bodies for information and advice, financing, networking and regulatory matters. Fund against Child Labour is administered by the Netherlands Enterprise Agency (RVO) on behalf of the Dutch Ministry of Foreign Affairs.



About Arisa

Arisa (Advocating Rights in South Asia) is an independent non-governmental human rights organisation aiming to support and strengthen the defence of human rights in South Asia with local NGOs and trade unions. The work focuses on labour rights of vulnerable groups in international supply chains. To achieve this, Arisa has adopted the following strategies: strengthening cooperation and networking; knowledge building through research and focussing on specific long-term thematic issues, and advocacy towards policy makers and companies. Arisa is an active member of networks such as the Stop Child Labour coalition, the Clean Clothes Campaign, the International Dalit Solidarity Network and the Dutch CSR Platform.



About UFF Finland

U-landshjälp från Folk till Folk i Finland sr (UFF) is a not for profit, non-governmental foundation. The activities were launched in 1987. The foundation's purpose is to promote and contribute to ecological, social and economic sustainability in the world in order to enable people, especially the less privileged groups, to increase their possibilities for reaching their full potential as humans and social beings. The foundation has a vision of sustainable, fair world, where everyone has the opportunity to choose and to take responsible, positive action.



About UFF Norway

UFF Norway, Ulandshjelp fra Folk til Folk, Norge, was founded in 1979 to serve the fight against apartheid. Today, its main focus is to create a better life for the world's many poor people, together with the poor. UFF Norway raises funds for development projects mainly by collecting and selling second-hand clothes. UFF plays an important role in the second-hand clothes sector, promoting transparency and sustainable handling of the clothes, economically as well as environmentally, to benefit development. UFF Norway is non-religious and politically independent and bases its work on solidary humanism. UFF engages in long-term development projects in Africa, Asia and Latin America.



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