

Observation Learning

- UHRC is broadening beyond health; learning by doing is the core building capacity. It has volunteers to work in the field of health and community development forming CBOs that help in encouraging and empowering slum-level women’s health groups, community based health and development funds.
- Various city programmes serve as learning sites. Study tours are organized to these programmes and the various programme processes are documented and disseminated for larger benefit.
- Intermediary role as provider of technical assistance to other States/cities.
- Knowledge dissemination, advocacy and technical assistance.
- Primary quantitative and qualitative research as well as secondary-research including re-analysis of large data sets such as NFHS.
- Networks and relationships in cities and broader at national, South East Asia region and international levels.
- Various sports event conducted by children youth groups .
- Awareness rally on clean drinking water combining the provision of safe water with educational, behavioural and promotional aspects.
- Hygiene and hand washing activities.
- Stimulating education activities for disadvantaged children.
- Strengthening mobile library and encouraging the use of library.

Introduction

Migration provides subsistence to these workers and their families but exposes them to a harsh and vulnerable existence with difficult working and living conditions. Children accompanying their migrant parents for seasonal employment are the most “at risk” group of all in terms of educational vulnerability and capability formation. They are deprived of basic

Objectives

- To identify the educational status of children of migrant brick kiln workers
- To identify the common causative factors of school dropouts among migrant brick kiln children

Challenges Pertaining to Education of Migrant Children

- Discontinuation of education due to parents/seasonal migration.
- Lack of alternative education .
- Difficulty in securing admission due to non-availability of documents; undesirable attitude of local authorities to the migrant children.
- The constant threat of deportation affects the schooling of their children. Also, among migrant children, girls in particular are kept back at home for household duties and care of younger siblings.
- Many migrant families are illiterate and are in search of a livelihood. Therefore, even if educational opportunities are available, they give it little importance and are more likely to put their children to work rather than send them to school.
- Migrant children are often in poor health due to malnutrition, unhealthy living conditions and lack of access to quality healthcare services. This also affects their drop-out rate from schools

Methodology and Data Collection

The study is mainly based on primary data collection. The information and data has been collected by conducting field survey. A set of structured questionnaire was prepared along with a FGD and the required data was collected from 175 migrant workers.

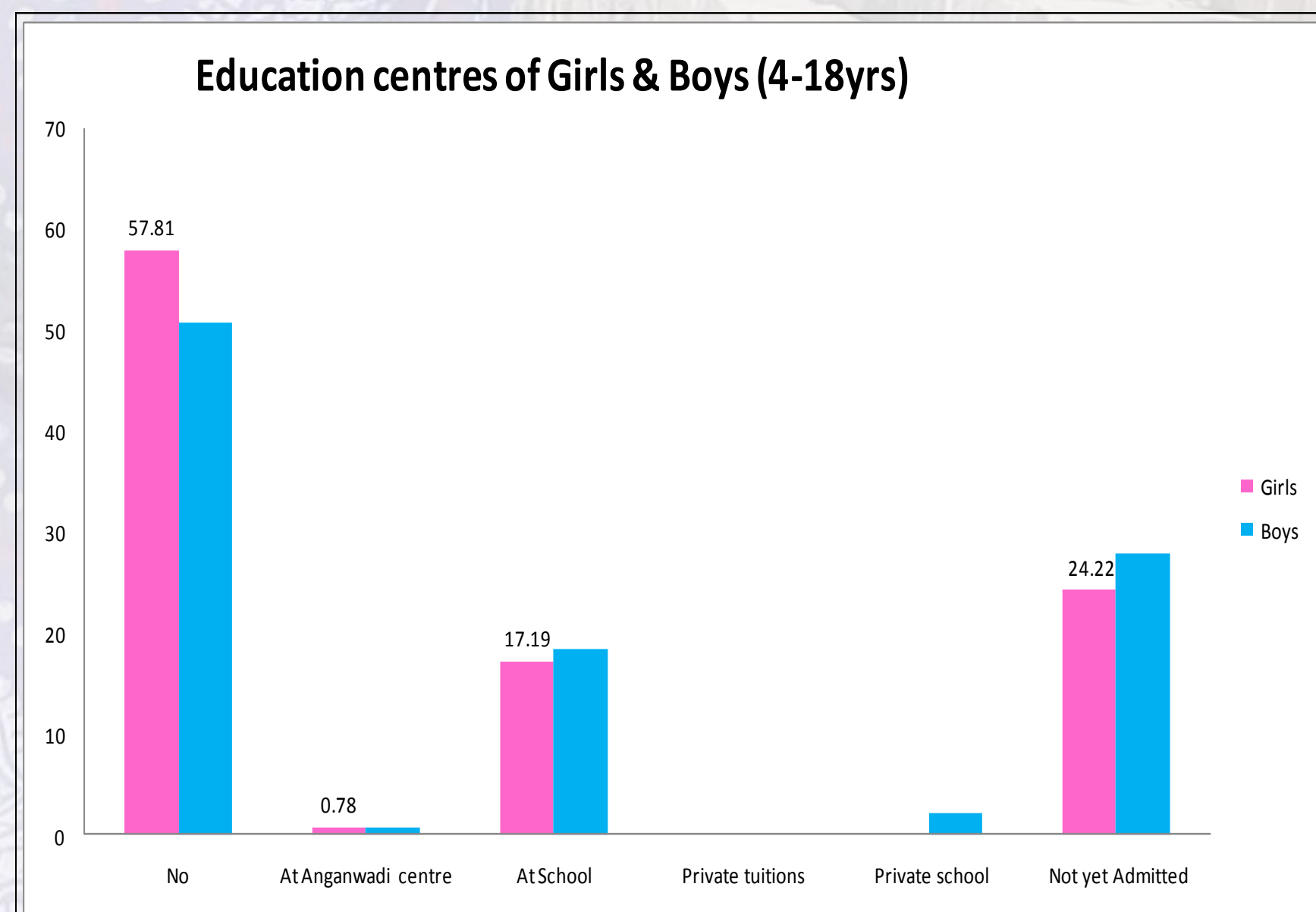
Study Design– Descriptive

Study Area: The study area was Bhangarh brick kilns of Indore, Madhya Pradesh.

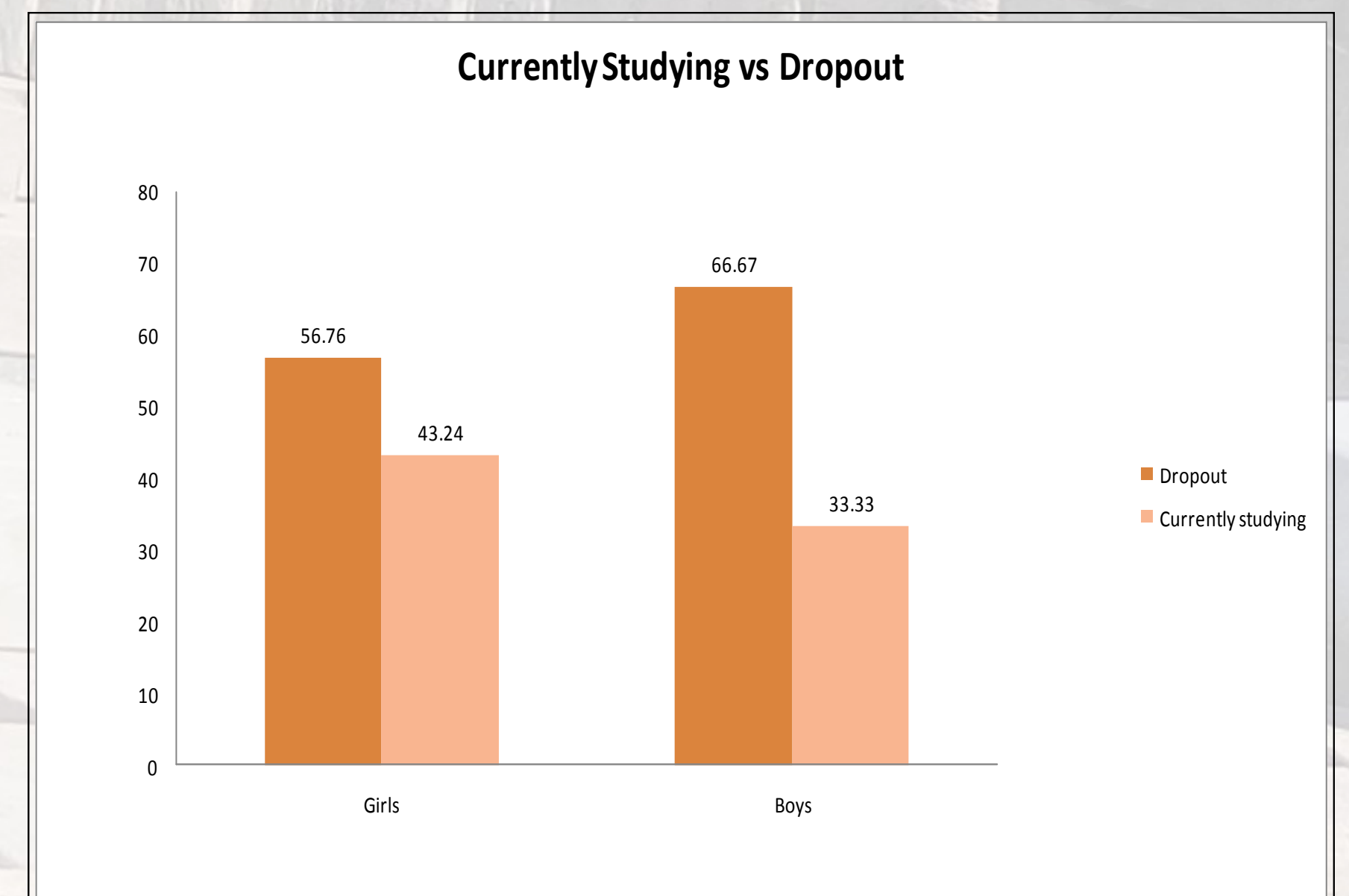
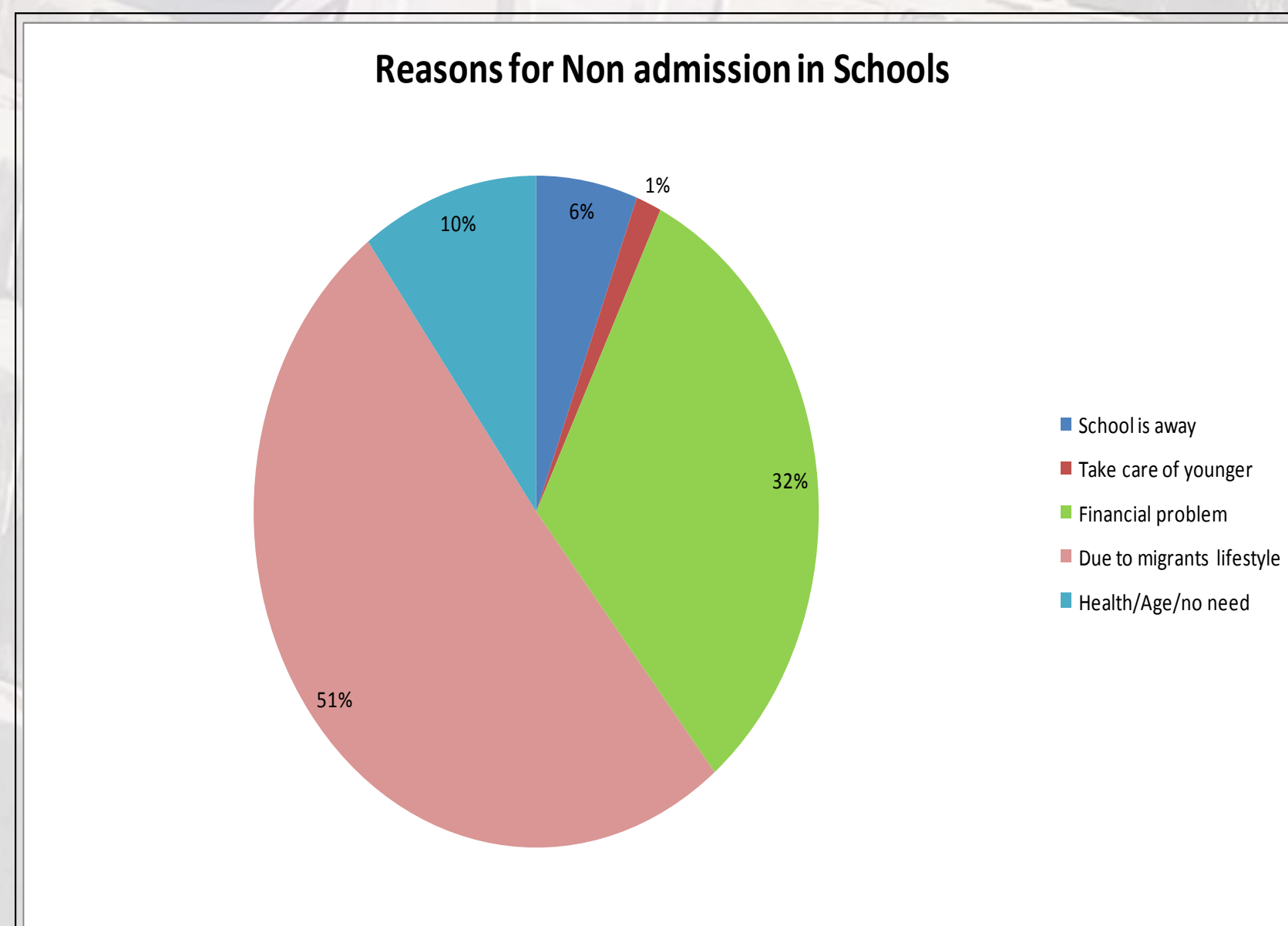
Study Population: All the brick kiln migrants working in the area of Bhangarh in the months of April and May 2016.

Study Period: This was carried out for 2 Months (1st April to 31st May, 2016)

RESULTS & FINDINGS

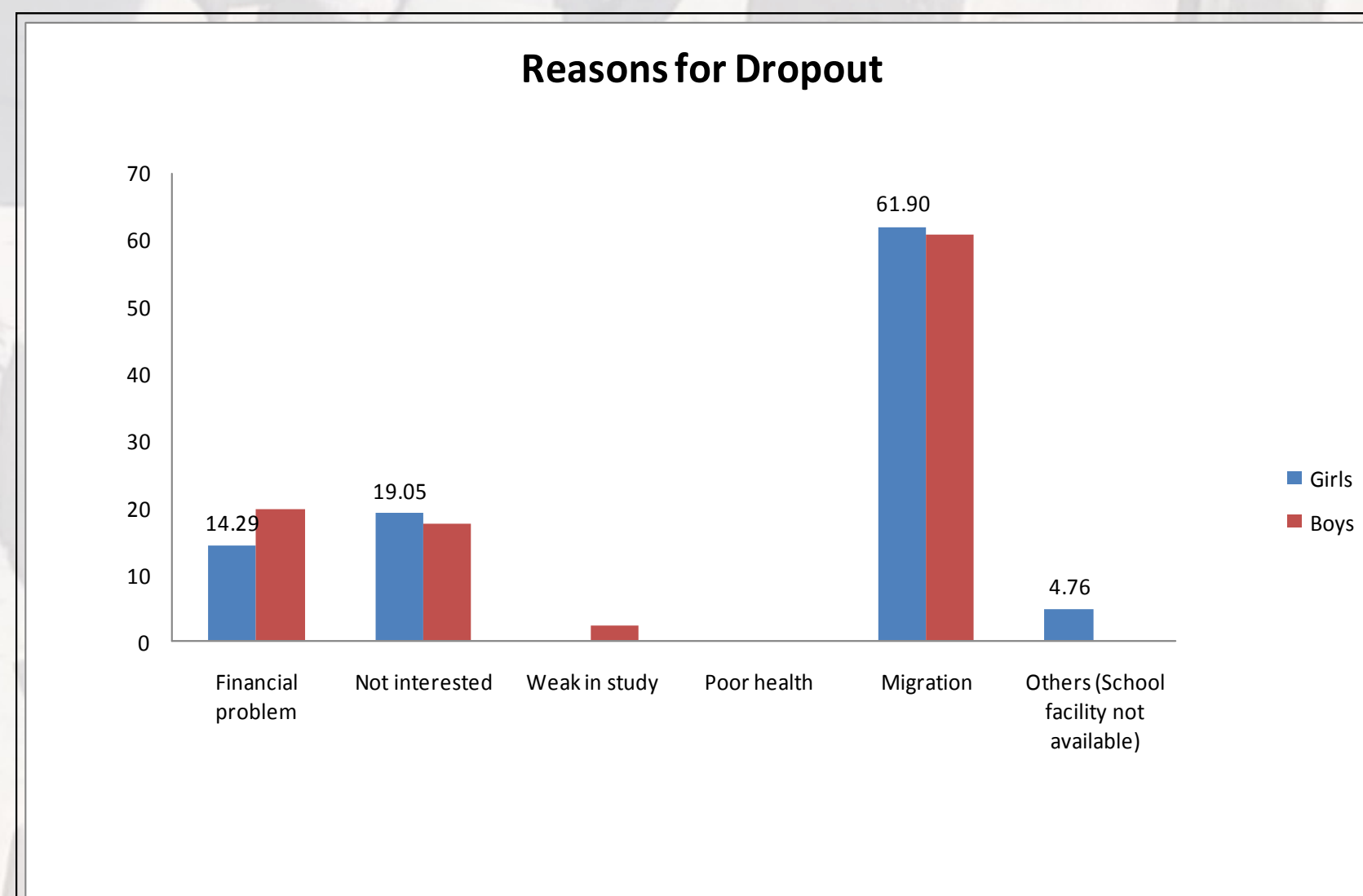


Out of 136 boys, **50.74%** boys do not attend any form of schooling while **27.94 %** have not yet admitted to any school. The number of boys currently studying is **0.74%** at Anganwadi centres and **18.38%** in government schools. Some **2.21%** boys also study in private schools.



Out of 74 girls, the number of girls dropout is **42 (56.76%)** and those who are studying currently is **32 (43.24%)**.

Out of 69 boys, the number of boys dropout is **46 (66.67%)** and those who are studying currently is **23 (33.33%)**.



The major reason for girl’s dropout is found to be their migrant life style contributing to around **61.90%** with not interested in studies being the second most common reason contributing **19.05%**. Another reason is financial problem (**14.29%**) and others; school facility not available (**4.76%**).

The major reason for boys dropout is found to be their migrant lifestyle contributing **60.87%** followed by financial problems i.e. **19.57%** . Other reasons are not interested in studies with **17.39%** and weak in studies holding **2.17%**.

RECOMMENDATIONS

- Livelihood promotion
- There should be workforce information board displayed at prominent place outside the office with the detailed account of total number of workers working in each process/step and the name of their contractors.
- Mapping of Migrant Children:.
- Set up a mechanism for inter-state coordination on migrant children to ensure Right to Education.
- The provisions of Inter-State Migrant Workmen Act must be honoured accordingly.
- Special school-cum-day boarding with attached crèche facility in neighbourhoods/pockets largely inhabited by migrants/labour class.

CONCLUSION

- The root causes of migrant families problems need to be addressed at the same time as bridging the educational gaps of their children. It is impossible to expect a child to be able to receive a proper education if their family is facing exploitative working conditions and frequent seasonal distress migration. Education is a universal right to all Indian children. It is also the only way out of poverty for most of the children of migrant labours.
- It will take a concerted effort and careful planning and cooperation between all actors to ensure that these vulnerable children do not slip through the cracks of the Indian education system. The special needs of migrant children need to be discussed at the local, state, and national level and states need to consider migration patterns when making their educational plans. States must coordinate and communicate in order to track the migration of children between states. A childhood spent among the brick-kilns and shanty dwellings do not predict well for the future of our nation and society. If they are unable to come to the educational centres, educational personnel have to go to them.