

CHAPTER I

Introduction

1.1. Background of the Study

Children are the most sensitive and dependent group of human beings. Childhood is recognized today as a marked period in human life, which is the most vulnerable and formative one. One person can shape a child, and that child can shape the world. It is true that children are dependent on us, they need us, but perhaps even more we need children for ourselves for the betterment of our society, our nation and our world. Now-a-days, all over the world, there is a developing sense that, "children have become major protagonists in the struggle for peace and human progress.... So, children's rights and roles in particular societies and economies must be integrated into the countries' development activities, and the potential impact of development (as well as other) policies and programmes on children must be reviewed and carefully assessed in advance" (Paolillo, C.D. 1996: 5-6). And the prevailing view is that, children should be protected from the hazards of the adult world, provided with special support and given first call in times of scarcity and emergency (Blanchet, T. 1996: xiii). So, children's rights and roles must be integrated into the country's development activities and the potential impact of development policies and programmes on children must be reviewed and carefully assessed in advance.

Child development, on the other hand, is broadly related with a nation's economic condition and strength. Poverty plays a strong negative role for planning and implementing child development programmes for the nations. And child development is fully dependent on the issue of 'child rights'. Children have both more and fewer rights than adults. However, towards an effective internationally well-accepted child right convention, on 20th November in 1989, the General Assembly of the UN adopted the 'Convention on the Rights of the Children' (CRC). The world Summit for Children (held in September 1990 in New York) also strongly endorsed the Convention and in only five years, it was ratified by 186

nations. The Convention draws attention to four sets of political, social, economic and cultural rights to every child. These include: *The Right to Survival*, *The Right to Protection*, *The Right to Development* and *The Right to Participation*.

For the development of children, *education* is the 'key of the keys'. The CRC put emphasis on primary and basic education to the children as their right. "The subject of education is dealt with in articles 28 and 29 of the Convention. The basic right to education is stated in article 28, together with a number of actions which ratifying States must take in order to realize the right.... Article 29 contains a statement of the values and principles which should form the foundation of the education system (UNICEF-Bangladesh, 1997a: 38-39). Education is also one of the basic Human Rights. The key importance of education for the development of children is recognized by all international agencies e.g. UNICEF, ILO, etc. and almost all nations of the world.

Towards the development of children, however, *child labour* is one of the major threats and it is also one of the major socio-economic problems throughout the world specially for the developing countries where this problem is increasing seriously. Child labour is defined as "the children, who have not completed the age of fourteen, employed for wages or no wages in occupations and employments, whether carried on by the employer or by the family or by self (including a bonded child labour), that interfere with their childhood and education and are injurious to their health and physical, intellectual, spiritual and moral, and social development" (Patil, B.R. 1997: 172). After the ages of six or seven, light works for their family can make a healthy condition to the children's physical growth and mental development, but, " 'child labour' implies something different – that young people are being exploited, or over-worked, or deprived of their right to health or education – or just to childhood" (ILO-IPEC, 1994: 2).

The estimation of child labour (by ILO) throughout the world in the middle of the decade of 1990s is between 200 and 300 million and even upto 400 million. Ninety-eight per cent of them are in developing countries – because child labour can be considered as one of the phenomena caused by underdevelopment and poverty. According to an ILO report, child labour forms 11 to 20 per cent of workforce in the third world countries. About half of them work full time and upto

80 per cent work seven days in a week (UNICEF, 1998). The South Asian Region is more affected by the problem of child labour. According to the 'Amnesty International', one-fourth of the world's children are living in South Asia but half of the world's working children are shown in this region.¹

1.2. Statement and Setting of the Problem

Bangladesh is a sovereign country in the northeastern part of the South Asian Subcontinent and is one of the over-populated countries in the world, with a density of 855 people (in 1998) per square kilometer. The population, growing at the rate of 1.5 per cent per annum prevalent in 1996, is currently estimated about 126 million (in 1999)². More than 23 per cent of the populations are living in urban areas while the growth rate of urban population is 6.03 per cent. Nearly 79 per cent of the population are dependent on agriculture or agro-based work, 47.5 per cent people are living below the poverty level (per capita calorie intake <2122 k. cal.), while the per capita GNP is only 350.1 US \$ (in 1998).³ According to the 'Child Education and Literacy Survey 1997'⁴, the literacy rate of population of 5+ age is 45.1 (male 50.6 & female 41.5) per cent while the adult literacy rate of population of 15+ age is 51.0 per cent.

In a conclusive way, however, it can be said that the situation of children in Bangladesh is very grave. In 1997, the country had a population of 124.3 million and children below 18 years constituted 49.6 per cent of total population (61.75 million). There were 15.77 million children of 0-4 years of age (1.66%) and the largest group of children was in the age group of 5-19 years, making a total of 19 million (15.29%). There were 50.5 million children below 14 years of age, who made 40.6 per cent of the population (GOB, 1998b: 7). According to the 'Fifth Five-Year Plan (1997-2002)' document, children in Bangladesh continue to lack basic amenities and opportunities of life. One-third of the babies are born with low birth weight. Infant and under-5 mortality rates are still very high, being 78 and 128

¹ As reported in the 'Uttar Bango Sambad' (the local Daily of North Bengal, India), Siliguri, 8th September 1999.

² World Bank (1999); *Bangladesh: Key Challenges for the Next Millenium*; World Bank-Dhaka.

³ The source of the used data for 1996 are: (a) Ministry of Planning, *The Fifth Five-Year Plan (Document) 1997-2002*, (b) *The Statistical Pocket Book of Bangladesh 1997*, BBS and (c) *Situation Assessment and Analysis of Children and Women in Bangladesh 1999*; Ministry of Women and Children Affairs.

⁴ Organized by Primary and Mass Education Division (PMED), Ministry of Education, GOB, Dhaka.

respectively per 1000 live births. About 70 per cent of all children less than five years of age are malnourished and 11 per cent children are severely malnourished. One in every seven children born in Bangladesh dies before his fifth birth day. Only 40 per cent of the children have access to sanitary latrines. Over 80 per cent of the school-going age group children enroll in the formal schooling system: about half of them attend regularly and almost 40 per cent of them dropout. From this precious fifty per cent, approximately 60 per cent reach completion level of primary education and a mere 5 per cent are able to pass Higher Secondary School Certificate (HSC) examination.

In every social indicator, however, the female child faces worse than the male child. Almost half of all girls are married before the age of 18, leading to early and frequent pregnancies. With the fast growing urban population, 23 per cent (in 1998) of the total population live in the urban areas. Of them, about one-third belongs to the hard-core poor group. A considerable proportion of children of these families is hard-to-reach and grows up uncared for, deprived of the basic needs and opportunities. These children hardly have any family support. Urban poor children are generally victims of neglect and exploitation; girl street children are particularly vulnerable to coercion and exploitation (GOB, 1998b: 176).

Child labour, which is a major threat to achieve child rights and child development goals, has been a major concern for Bangladesh for the last three decades. "Around 11.7 per cent of the total civilian labour force constitutes child labour in the age group of 5-14 years" (GOB, 1998b: 176). According to the BBS's 'National Sample Survey of Child Labour' in Bangladesh in 1995-96, there were 6.58 million child labour in the 5-14 age-group which was 19.11 per cent of total children in that age-group. Among them 11.6 per cent were 5-9 years old and the rest 88.4 per cent were in the 10-14 years age-group. The average child activity participation rate within the 5-14 age-groups was 19.1 per cent in national level, 15.2 per cent in urban areas and 20.2 per cent in rural areas (BBS, 1996:87).

The working children of Bangladesh are engaged in more than 300 different types of activities, 47 of these being most hazardous which include working in dangerous environment causing damage to children's physical and mental development and exposure to physical, sexual or emotional abuse – whether

working in house or in the streets. These children are also deprived of education and health care, adequate nutrition, safe water and sanitation facilities, and legal protection. Leisure, rest or recreation during or after work is almost unknown to the working children (GOB, 1998a: 10).

In Bangladesh, during 1995-96, from the total girls of the 5-14 years age-group, more than 16 per cent were involved in child labour – which accounted for about 41 per cent of total child labour force (BBS, 1996:44). Most of them were domestic child labour and many of them were subjected to physical violence as well as emotional and sexual abuse. Girl domestic servants are generally not perceived as having the same rights as other children. Often girls are forced to be engaged in prostitution. “It puts the girls in serious risk of contracting sexually transmitted diseases and unwanted pregnancies, besides physical abuse, social rejection and psychological trauma. These children are also deprived of education and health care, adequate nutrition, safe water and sanitation facilities and legal protection” (GOB, 1998a: 10).

On this perspective, “Bangladesh’s commitment in the intervention arena to tackling the issue of child labour is demonstrated in the relevant parts of the World Summit Declaration (with accompanying Plan of Action) and Convention on the Rights of the Child.... At the regional level, the resolution of the ‘1996 Third SAARC Ministerial Conference on Children’ (Rawalpindi Resolution) set the year 2000 as the target date for elimination child labour (including bonded labour) in hazardous occupations, and 2010 for the elimination of child labour as a whole” (UNICEF-Bangladesh, 1997a:43-44).

The need was long felt to frame a national policy and action plan on child labour in Bangladesh. Accordingly, the ILO and the Ministry of Labour and Manpower jointly organized a national workshop for the preparation of an Action Plan in January 1997 and arranged a consultation meeting in May 1997 for the adoption of the said ‘National Action Plan (NAP)’. The following are the concerns of the NAP for child labour in Bangladesh: (a) Updated Situation Analysis; (b) Child Labour Policy Legislation and Enforcement; (c) Social Security and Rehabilitation of Working Children; (d) Formal and Non-formal Education; (e) Vocational Education; & (f) Awareness Raising (BSAF, 1998: 115-117). On the basis

of this Action Plan, the country emphasizes on discouraging child labour and, where possible, tries to ban it.

As child labour is being identified as a major obstacle to the development of the country, the Government of Bangladesh and some NGOs have taken various measures (under the aegis of the National Action Plan) to eliminate child labour. Various international organizations have also come to find out a solution. Among them, two of the UN bodies, UNICEF and ILO, are very prominent. To eliminate child labour, Bangladesh is also a signatory country with ILO's IPEC (International Programme on the Elimination of Child Labour) Programme.

Legislation and acts of ratification are important steps to eliminate child labour. The Government has taken necessary steps to improve the condition of the children and a bill for compulsory primary education has already been passed. This legislation marks primary education compulsory for all children above the age of six. It is hoped this law will considerably lessen the plight of child labour. Another programme 'Food for Education' has also been undertaken by the Government as a measure to improve the condition of children.

A number of national and international NGOs are engaged in promoting support and protective services to the working children. Organizations such as, Defense for Children, the NGO Group for the Convention on the Rights of the Child, Anti-Slavery Society, and the International Catholic Children's Bureau are performing outstanding activities for working children (Zareen & Afrin, 1998: 38). The other major national and international NGOs that are working for the urban working children are: Underprivileged Children's Educational Programmes (UCEP), Gono Sahajjo Sangstha (GSS), Surovi, Enfants Du Monde (EDM), Save the Children (USA), Save the Children (UK), Nayan Action Foundation (NAF), Shoishab Bangladesh (SB), Development Initiative for Social Enhancement (DEVISE), etc. They have the programmes like formal and non-formal education, skill training, health care and sanitation, child-home and shelter centres, awareness and other child right programmes for the street and working children, etc. Bangladesh Sishu Adhikar Forum (BSAF) is an apex body of 67 NGOs like these who are working for children's rights, raising voice against child abuse and child

labour. BSAF is organizing training programmers also to raise awareness about child labour and child rights (Zareen & Afrin, 1998: 38).

1.3. A Brief Review of the Existing Literature and the Justifications and Usefulness of the Study

In 1996, Bangladesh Bureau of Statistics (BBS) published a report on the '*National Sample Survey of Child Labour in Bangladesh in 1995-96*' – which is the only country-wide household survey on this issue till date. This study presented the socio-economic characteristics of children and the child labour force characteristics in Bangladesh, and the current activity status of children. This study also presented a comparison of urban and rural child labour.

The 'Rapid Assessment Survey' carried out by Dr. Wahidur Rahman in 1994 with the support of ILO, UNICEF and BBS was published in 1997 entitled *Child Labour Situation in Bangladesh*. This was a purposive sample survey on working children designed primarily to collect qualitative information. It surveyed different types of urban and rural areas focusing on 74 key locations throughout the country (mainly in urban areas) and covered over 36,000 children (85% urban and 15% rural). This study, however, analyzed the issues of child labour in Bangladesh, specially mentioning the causes, nature, scope, family condition, categories of work, pain and vulnerability of their life, abuse and exploitation as well as their hopes and dreams. In another study, Wahidur Rahman (1996), with the help of ILO/IPEC, Dhaka and the Department of Labour of Bangladesh Government, identified the hazardous forms and specific hazards in their work of child labour in the urban areas of Bangladesh.

Another study was conducted by Mostafa Hasan and Amina Pervin (1999) entitled *Situation of Child Labour in Sylhet Town* carried out in 1998 with only 150 purposively sampled child labourers wherein the nature, causes, living condition, food intake, health and hazards, vulnerability and other related issues were discussed and analyzed.

There are some other literatures where the child labour situation in Bangladesh was assessed, and the related child right issues were analyzed. T. Blanchet (1996) has studied on the development and protection of vulnerable

groups of children, such as children in hazardous work, homeless children and sexually exploited children. This anthropological study looked into the lives and prevailing notions of such children in different layers of society. As part of the rapid assessment survey, B. Pelto (1997) carried out an inventory of 14 'key locations' in Dhaka entitled *Daily Lives of Working Children in Bangladesh*. His terms found 8,642 such children, and undertook structured interviews with 1,450 of them.

In another study, the GOB and UNICEF (1999) jointly assessed the current situation of children and women of Bangladesh in the light of child development and women development as well as child right issues. In this assessment, the related Government policy, planning and strategies were also analyzed.

There are some excellent UNICEF publications on child rights, child right goals and achievements in Bangladesh. UNICEF-Bangladesh (1997) has published *Children of Bangladesh and their Rights*, and is also publishing a report every year regularly based on the country profile on child rights entitled '*Progotir Pathey*': *Achieving the Goals for Children in Bangladesh* – which is a 'Country Monograph'. UNICEF has also published several issues every year on the same field in the light of the international arena entitled *The State of World's Children* regularly each year, and in 1997 it published a special issue focused on 'Child Labour'.

There are some ILO publications where the process, strategy, tentative programmes are being discussed academically with some world-wide examples. For example, ILO/IPEC (1994) published a report on its action programme all over the world entitled *Action for the Elimination of Child Labour: Overview of the Problem and Response*. The ILO/IPEC has also published the review report on the same issues on Asia entitled *Alternatives to Child Labour: A Review of Action Programmes with a Skills Training Component in Asia*. The ILO (1999) published a folder with a set of handouts on various issues of child labour under the common title *Targeting the Intolerable: A New International Convention to Eliminate the Worst Forms of Child Labour*.

There are some government reports and publications: The GOB (nd) has published *Bangladesh Decade Action Plan for the Girl Child 1991-2000*, the GOB (1997) published a document on *Population and Development Issues in Bangladesh: National Plan of Action Based on ICPD '94 Recommendations*. The GOB (1998) also published a plan document titled *The Fifth Five-Year Plan 1997-2002*. In these publications, the issue

of child right, child right goals, child labour, policy and plans of the GOB for the working children, etc. are highlighted, though the scope and coverage are not adequate.

A very few studies tried to make a 'directory of services to the working children' in Bangladesh with the summary information of related organizations. Dhaka Ahsania Mission (DAM) published one of such studies in 1999. Another work was published by A.Q.M. Mahbub and M. Rahman (1996) titled *Annotative Inventory and Mapping of Service Areas on Working Children in Bangladesh*. Another study was conducted by the DPC in 1999 for the UCEP-Bangladesh titled *A Study on Contribution of NGOs in Empowering the Children of the Urban Poor through Non-formal General and Technical Education in 6 (Six) Divisional Cities*. Among these, only the last study has the specific notion to identify the organizations working with the non-formal and technical education specifically in six divisional cities of the country.

Again, there are some articles and studies where only two or three programmes or interventions on the urban working children were assessed. N. Banu and M.S.H. Bhuiwan (1998-99) have studied on "*The Education of Child Labours in Garment Industries*". S. Bissell and B. Shobhan (1996) also studied the same issue. Professor Ahmadullah Mia (1995) studied the UCEP approach and assessed the education, skill training and employment services to the urban working children by the same organization. There are some other unpublished research works sponsored by the UCEP to assess and evaluate the impact of the UCEP intervention on the urban poor. UNICEF-Dhaka (2000) [unpublished] worked on the assessment of 'Hard-to-Reach' education project initiated by the GOB and UNICEF for the urban working children.

However, as far as our knowledge goes, almost all the studies only discussed and analyzed the situation of the working children, especially in urban areas, but there was no comparative assessment of interventions for working children by different organizations. *The IPEC Implementation Report: Bangladesh, 1998-99* rightly observed "...as different partners have been working with different strategies and models, a separate study to examine and to sort out the effective strategies, models and best practices to address the child labour programme would be useful" (ILO/IPEC, Dhaka, 1999: 16). In our study, we have tried to fill this gap taking the two

major services, viz. education and skill training provided to the urban working children by different organizations and making a comparative assessment of their impacts.

On the other hand, by assessing and evaluating education and skill training interventions of different organizations for the urban working children group in Bangladesh, the study will no doubt help the policymakers, planners, researchers and also those organizations which are providing such interventions to the child, and will play an important role on the welfare and development of the urban distressed children in the country.

1.4. Objectives and Major Questions of the Study

In the light of the above statement of the problem, review of literature and existing knowledge gaps, our proposed study was designed to analyze the nature and assess the impact of education and skill training interventions by different government and non-governmental organizations on the urban working children in Bangladesh.

The specific objectives, which were derived from that general objective, were the following:

- (a) To find out the real picture of education and skill training interventions of different bodies to the urban working children in Bangladesh during the 1990s;
- (b) To ascertain the basic nature of those organizations which are serving the specific fields;
- (c) To assess the quality and effectiveness of education and skill training services provided by the different bodies and their action projects to the urban working children;
- (d) To assess the impact of the interventions on the daily lives of the urban working children;
- (e) To make a comparative assessment of the successes and failures of different bodies' education and skill training interventions with respect to the results that they achieved during the 1990s; and
- (f) To recommend suggestions for the effective education and skill training interventions on the urban working children in Bangladesh as well in other developing countries.

On the basis of the specific objectives as cited above, the study also tried to answer the following major questions:

- (i) What is the real status of education and skill training interventions on the urban working children in Bangladesh?
- (ii) What is the nature of the organizations which are providing education and training interventions to the urban working children and their family?
- (iii) What about the quality and effectiveness of those interventions during the 1990s?
- (iv) What about the scope of welfare by these programmes for the urban working children in Bangladesh?
- (v) Do the children lead better lives after getting education and training from those organizations?
- (vi) Do these interventions play any positive role to create better awareness of child rights and to achieve the national child right goals for the urban working children?
- (vii) Are there any differences between the different bodies' education and skill training intervention processes and their impacts? If so, what are the differences and what are the similarities?
- (viii) What is the most effective way for ensuring welfare of the urban working children by providing these two specific services?

1.5. Hypothesis of the Research

The present research was aimed to examine the following hypothesis:

“Education and skills training intervention reduces abuse and exploitation of the working children as well as increases the welfare of their families”.

1.6. Scope of the Research

The study covered all the Government Organizations (GOs), Non-Government Organizations (NGOs), International Non-Government Organizations (INGOs), the related UN bodies (e.g. ILO, UNICEF) and the BGMEA regarding education and skill training interventions towards the urban child workers in Bangladesh. It examined the usefulness, role and influence of those interventions to the development of the urban poor and distressed children. The study provided a comparative analysis of the quality and effectiveness of related services of the different organizations. Above all, the study tried to identify the

problems in these education and skill training interventions and recommended necessary measures for better and effective performance of those organizations for the sake of effective service and overall welfare to the urban child workers.

1.7. Methodology of the Research

1.7.1. Basic Design:

The study was a socio-economic study with a diagnostic outlook along with an analytical approach. A comparative analysis was also adopted for understanding the effective methods or approaches in education and skill training interventions to the urban working children by different organizations.

1.7.2. Area of the Study:

The study covered the urban areas of Bangladesh consisting of the four metropolitan cities viz. Dhaka, Chittagong, Khulna and Rajshahi – as the services for urban working children of the country are located mainly in these cities. Also the majority of urban working children were found to be engaged in these four major cities of the country. Therefore, these four cities were the good representatives of the urban position of the country in this perspective. The study covered the decade of the 1990s to assess the interventions of different bodies in Bangladesh.

1.7.3. Universe of the Study:

All the child labourers who were the beneficiaries of those organizations that were providing education and skill training interventions to them in the study area during the 1990s were the universe of the study.

1.7.4. Sources of Data:

This study was basically based on secondary data. Various published and unpublished literatures such as assessment and evaluation reports, annual reports, periodicals, research-based publications, manuals, directories, handouts and other publications of the Government of Bangladesh, NGOs, INGOs and UN Organizations were the basic source of the research data. Besides, a variety of books, articles and research findings on the same issue were also used as data source in this study.

1.7.5. Data Processing and Analysis:

The data were processed, presented and analyzed with the help of simple statistical methods using mostly tables, graphs, pictograms, averages, percentages etc. Calculations were mostly done manually, but in some cases computer assistance was also taken.

1.8. An Overview of the Chapters of the Dissertation

The study followed the chapter outline as mentioned below:

I. Introduction: The introductory chapter included the background, statement and setting of the problem, review of the existing literature and justifications of the study; objectives and major questions of the study; hypothesis, scope and methodology of the research; etc.

II. Bangladesh: An Overview: This chapter overviewed the general issues of Bangladesh, such as history, geographical and cultural status; population and gender issues; national economy and poverty issues; urbanization and urban dimensions including urban poverty and slums; etc. Lastly it also provided a brief scenario on the related issues of the country.

III. Child Labour, Child Rights and Child Development Plans in Bangladesh: This chapter dealt with the conceptual framework of the child, child labour, child work and child development as well. It then explained the nature, extent, magnitude, as well as the causes of child labour in Bangladesh. The issues of child rights internationally and in the context of Bangladesh, the constitutional and legal rights of the country's working children, and the child development policy, plans and the strategies in Bangladesh were also assessed in this chapter.

IV. Urban Child Labour Problem in Bangladesh: Education and Skill Training Interventions to Combat It: This chapter overviewed the issue of urban child labour problem in Bangladesh. It discussed on the major forms and the state of urban child labour with special emphasis on the harms and hazards involved in it. Lastly, it analyzed the issue of solutions of this problem and assessed the strategic role of education and skill training as the two major tools to combat the urban child labour problem in Bangladesh.

V. Assessment of Education and Skill Training Interventions of the GOB for Urban Working Children in Bangladesh: This chapter assessed the GOB interventions to the urban working children during the 1990s. It included the topics such as education policy, planning and strategies of the GOB for urban working children; overview on some major GOB programmes on education and skill training for them; collaboration and networking with different bodies; and lastly, the impact assessment of the GOB programmes during the 1990s. It also assessed the limitations of the GOB intervention.

VI. Assessment of Education and Skill Training Interventions of NGOs for Urban Working Children in Bangladesh: This chapter assessed the NGO interventions for the urban working children during the 1990s. It discussed the background of NGO activities and their development efforts in Bangladesh; NGO responses against child labour in urban Bangladesh during the 1990s; an overview of the major NGO-programmes on education and skill training; NGOs and their networking initiatives for the same purpose; and the assessment on constraints weakness and limitations of those NGO activities.

VII. Assessment of Education and Skills Training Initiatives of UN Bodies, INGOs, Donors, and the BGMEA for Urban Working Children in Bangladesh: This chapter assessed the interventions of UN bodies (e.g. UNICEF and ILO), INGOs, Donors and the BGMEA during the 1990s. It included the background and the role of those organizations, their major initiatives and responses in this field, and their networking and collaboration for the urban child labour in Bangladesh.

VIII. Assessment of Education and Skill Training Interventions on Urban Working Children in Bangladesh: A Case Study of an NGO (UCEP) [Part-1: UCEP and Its Interventions during the 1990s]: This chapter studied the special case: UCEP-Bangladesh. As the first part, it included the discussions on the background and major features of the UCEP; the components of the UCEP interventions; the management, administration, monitoring and evaluation system followed by the UCEP in the 1990s; the networking relationship of the UCEP with other organizations and the GOB for the urban working children during the 1990s.

IX. Assessment of Education and Skill Training Interventions on Urban Working Children in Bangladesh: A Case Study of an NGO (UCEP)
[Part-2: Assessment of the UCEP Interventions during the 1990s]: As the second part of the case study on the UCEP, this chapter assessed deeply the staff development/HRD activities; major components of the UCEP intervention i.e., the education, skill training, employment and job-placement services, etc. Lastly, it made an assessment of the impact of the UCEP intervention during the 1990s.

X. Interventions on Education and Skill Training for Urban Working Children in Bangladesh: A Comparative Assessment of Different Bodies:
 This chapter studied a comparative assessment of different bodies' education and skill training intervention on child labour during the 1990s. It compared their activities on the selected issues such as – policy, goals, approach, outlook and strategy; organization, capacity building, research and evaluation, supervision and monitoring; major areas of services; their community involvement and social mobilization; coordination, collaboration and networking that they followed in the 1990s, etc. Lastly, this chapter made a comparison of the different bodies' service and results that were achieved during the 1990s.

XI. Summary and Conclusion: The last chapter summarized the whole study and made a conclusion out of the experience of this research work. It also included some recommendations.

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