PSYCHOSOCIAL INTERVENTION IN CHILD LABOR IN ECUADOR

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ABSTRACT

Objective: Conduct a systematic review of psychosocial interventions in child labor, examining contributions from various researchers to understand the associated factors, effectiveness and approaches of these interventions. It seeks to contribute to the eradication of child labor by raising awareness and proposing effective actions to support minors exploited at work, focusing on the Ecuadorian context, where a significant increase in child labor has been recorded in recent years.

Methodology: The methodology involves a systematic review of studies on psychosocial intervention in child labor. Repositories such as Scielo and Scopus are explored, with articles since 2015, using keywords in Spanish, English and Portuguese. 36 articles are identified, of which 15 are selected for their relevance. The selection is based on criteria such as indexing in Scopus and Scielo, originality and thematic relevance.

Results: Child labor generates serious physical and mental health problems in minors. Psychosocial interventions must be comprehensive, restoring children's rights and involving the participation of the family, educators, communities and the State. An inclusive, co-responsible and respectful approach to local cultures is required to permanently eradicate child labor.

Keywords: Child Labor, Childhood, Psychosocial Intervention, Family, Education, Rights.

INTERVENÇÃO PSICOSOCIAL NO TRABALHO INFANTIL NO EQUADOR

Objetivo: Realizar uma revisão sistemática das intervenções psicosociais no trabalho infantil, examinando aportes de diversos investigadores para compreender os factores associados, a efectividade e os enfoques de estas intervenções. Se busca contribuir a la erradicación del trabajo infantil mediante la concientización y plantear acciones efectivas para el acompañamiento de menores explotados laboralmente, enfocándose en el contexto ecuatoriano, donde se ha registrado un incremento significativo en el trabajo infantil en los últimos años.

Metodología: La metodología implica una revisión sistemática de estudios sobre intervención psicosocial en el trabajo infantil. Se exploran repositorios como Scielo y Scopus, con artículos desde 2015, usando palabras clave en español, inglés y portugués. Se identifican 36 artículos, de los cuales se seleccionan 15 por su relevancia. La selección se basa en criterios como indexación en Scopus y Scielo, originalidad y relevancia temática.

Resultados: El trabajo infantil genera graves problemas de salud física y mental en los menores. Las intervenciones psicosociales deben ser integrales, restaurando los derechos de los niños y contando con la participación de la familia, educadores, comunidades y el Estado. Se requiere un enfoque inclusivo, co-responsable y respetuoso de las culturas locales para erradicar el trabajo infantil de forma definitiva.

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INTERVENCIÓN PSICOSOCIAL EN TRABAJO INFANTIL EN ECUADOR

RESUMEN

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Palabras clave: Trabajo Infantil, Niñez, Intervención Psicosocial, Familia, Educación, Derechos.

1 INTRODUCTION

Child labor is understood as an activity of a physical and/or mental nature that is developed to produce, market, sell or distribute products and/or services, which may or may not be remunerated and executed independently or in favor of a natural or legal person. It also refers to this as an activity that deprives children of their childhood, their potentialities and dignity, becoming a harmful action for the development at the physical and psychoemotional level of the subject, in addition, in most cases it usually interferes with school activities as it prevents them from attending classes in a normal way and even forces them to premature abandonment of studies or demand that combine both activities. It is added that child labor generally involves an activity exceeding a minimum of hours in accordance with the age of the child and the type of care (International Labor Organization; UNICEF, 2023).

In the case of Ecuador, child labor has been prohibited since 1976 for children under 15 years of age, and was ratified in Convention 138 with the International Labor Organization in the same year, an opinion that was incorporated into the Labor Code. In 1990, Ecuador ratified its adherence to the Committee on the Rights of the Child, being one of the first nations in the world to do so. From this point on, the normative instruments sought their articulation with the
rights of the child in conceptual terms. Subsequently, the Code on Children and Adolescents, ratified in 2003, which protects children and adolescents, considering that they are subject to rights, is highlighted. Title V also defines child labor, reiterates the minimum age of employability (15 years) and lists prohibited activities. It also stipulates the obligation of the State in the design of policies and programs for the eradication of child labor, being an action of co-responsibility with families. And, the formative work is highlighted, recognizing this as a favorable practice for the development of minors.

Despite this, in 2022 it is estimated that about 250,000 children, throughout Ecuador, between 5 and 14 years old, carried out work activities, of these at least 92% were in the rural sector and 8% in urban areas, according to gender 52% male and 48% female, while by ethnicity 67% indigenous. In terms of the working environment, 87% of them were developed on a farm or on land. And at least 6% of children, due to the fulfillment of work activities stopped attending classes. Another worrying fact is that approximately 13% of working children are subjected to cruel treatment (National Institute of Statistics and Census, 2022).

This reality deprives children of adequate development in addition to fundamental freedoms and exposes them dangerously to abuse, violence, all kinds of abuse and even in terms of health, in general puts their lives, physical and psychological integrity at risk. The causes of child labor have been identified in the context of poverty, which means that, as a result of the socio-economic conditions of their families, children find themselves in need of work to collaborate or at least be able to meet their food needs. On the other hand, child labor implies deterioration in the mental health of minors, which is considered a really alarming social problem worldwide, in the studies carried out there is a lower self-esteem, unsatisfactory perception of self-image, in addition to considering being less accepted by others (Romero et al., 2018).

In this context, programs for the care of children in vulnerable conditions must have clear guidelines, being remarkable the psychosocial intervention, understood as an offshoot of psychology whose objective is to promote the well-being of individuals through social changes, for this purpose it performs actions in different contexts of society seeking to get more people involved in different networks and collectivities. It is also characterized by being multidisciplinary. Always oriented to the modification of the detrimental factors of the environment of the people for the improvement of their quality of life, this way it intends the increase in the well-being at individual and collective level by means of the psychological development of the subjects and their relation with the environment in which they operate. Thus, in situations of child labor, considered as a serious social problem, psychosocial
intervention addresses integral work with the population of interest at the cognitive, emotional and social level that are achieved in an environment of interaction such as family, community and society itself. These experiences achieve the construction and transformation of contexts as they generate co-responsibility behaviors in local development, this together with social education as it is a fundamental tool for the eradication of social problems such as child labor.

Therefore, in accordance with the approaches presented, the objective of this research is to carry out a systematic review of the psychosocial intervention in child labor from the contribution of different researchers to achieve an understanding of the factors associated with these, their effectiveness, as well as the approaches, to achieve, on the one hand, contribute to the eradication of child labor through awareness and on the other to propose effective actions for the accompaniment of minors who have been exploited at work, all in the context of the Ecuadorian territory, due to their particular behavior in the increase of child and adolescent work that has been recorded in recent years.

2 METHODOLOGY

The research focuses on the development of a systematic review of research on psychosocial intervention in the context of child labor, so it seeks the exploration, recognition, assessment and analysis of these as proposed by Codina (2020). It is important to indicate that this is an informative and expository study, as it seeks to recreate theoretical scenarios from the exploration of valid references that are recovered from multidisciplinary repositories such as Scielo and Scopus. For this purpose, publications made since 2015 are considered, in addition as criteria in the search key terminology is established that corresponds to the following words: psychosocial intervention, child labor, child labor, psychosocial techniques, child labor exploitation; these terms were searched in Spanish, English and Portuguese in order to expand the available sources. Consistent with these criteria, 36 articles aligned to the topic of study were identified, from which 15 investigations were selected for their relevance and scientific contribution.

The investigative procedure was developed starting from the reading of the studies, in the first instance its title, summary and then the document in its entirety with the intention of corroborating if it was aligned with the objective of the current investigation, in addition to determining if the information constituted a contribution to the construction of this report. Therefore, criteria considered inclusive for research that were indexed in the Scopus and Scielo repositories were proposed; they were original and had free accessibility, related to the research
topic, were developed within the period established from 2015 to the present. On the other hand, the aspects to exclude the investigations were that they belonged to other repositories different from those already mentioned, were not within the period of years considered, their subject was focused on psychosocial interventions towards different problems.

3 RESULTS AND DISCUSSIONS

The psychological consequences of child labor are diverse, behavioral disorders are generally observed as children are often treated as slaves, separated from their home, exposed to hazards and diseases, and in extreme cases abandonment has been recorded. In this sense, the current context of child labor is increasingly linked to risk factors. Observable physical repercussions involve chronic diseases, malnourished conditions, physical damage such as beatings, cuts, burns, while the obvious psychological repercussions are stress, low self-esteem level, little hope for the future. Given this background, one of the suggested alternatives is the articulation of policies, plans and work that are oriented to the coping of the causes and consequences with a socially responsible approach and that seeks to restore the rights of minors. Interventions aimed at eliminating the worst forms of child labor is one of the primary actions that seeks to promote their well-being and adequate development (Spain et al., 2021).

Meanwhile, from the perspective of Razeto (2016) the family environment is a key factor for the approach of programs and intervention actions as a way of improving learning conditions and therefore to prevent child labor. This also highlights the work of workers in the psychosocial branches, including psychologists and social workers. The author highlights that families who are involved with the education of their children and the environment in which this happens contribute to obtain a better experience and performance, on the other hand, recognizes that this action is not common in families with low socioeconomic conditions, so it mentions the importance of strategic intervention approaches in the family-educational center dynamic. It adds that, among the possible actions to be carried out regarding the participation of the family are:

· Parenting: allows the construction of a favorable environment at home for learning and improving behavior in school, working with families in the development of knowledge and skills for understanding children at their different stages of development.
· Communication: involves the design and conduct of effective communication alternatives between both parties (educational institution-family).
Volunteering: recruitment and organization of parents as support for educators, administrative staff or students themselves, and even in other necessary contexts.

Learning at home: involves providing ideas, proposals and alternatives to families regarding how to give help to students, but in the context of the home based on curriculum planning.

Participation in decision-making: includes the cooperation of parents for decision-making in the educational unit, favoring the leadership of the same and their representativeness.

Community collaboration: resources from the community are recognized and incorporated for the strengthening of actions in the context of the educational unit, the family, the learning of students and their development.

In this same line of study is Viveros et. al (2021) who recognize in the family the potential for the transformation of social reality around childhood and the problems that surround them. Thus they mention that in family intervention it is necessary to accompany families so that they can recognize their capacities and resources for the coping of internal and external events. The facilitator becomes an educator, educational facilitator who acts with the family, from this and for her. In addition, the empowerment of families is very important and for this it requires systematic work so that they become aware of their realities and the need for their transformation, since only then will they be ready for the confrontation of these by means of remedial actions. This will empower them in their actions.

On the other hand, Méndez & Rojas (2015) expose, based on their experience, the tools to plan, observe and systematize information in psychosocial and community interventions based on the foundations of Good Living to work with the child segment, thus stating the following:

- Session design matrix: this tool guides the sessions as it contains information regarding the objectives of each of them, the learning expected to achieve, its indicators and the actions to be executed.
- Observation guideline: it is a complement of the previous tool since once a session is carried out, the achievement of objectives and the implementation of the activities raised are analyzed, thus the circumstances and practices that contributed in the final results are instituted. Such actions allow for the rethinking in the future of sessions and the development of the working procedure, enhancing the permanent reflection while the actions in the field are carried out. This tool has a collective character.
Field diary: it is an individual tool to make observations in which personal reflections are recorded on what happens in each session and in the community. It involves the reflection of the individual to complement and contribute to the collective tools. It uses an ethnographic methodology of study and seeks to highlight the perception of children among other social actors.

These tools, according to Méndez & Rojas (2015), allow a certain ease in the process of reflection of teachers and researchers since experiences are systematized and the sense of work is questioned, as well as its relationship with the orientation in its proceeding, building a path between the individual and the collective from the everyday.

For her part, Lara (2021) argues that the purpose of psychosocial intervention is social transformation so it requires different actions for it, so it starts from the involvement in the community and gaining its trust, then proceeds with a stage in which the analysis and identification of the needs of it is carried out to subsequently develop the intervention plan aimed precisely at social change. As for the intervention, it is developed in two stages, the first of piloting and the second recognized as intermediate. The pilot phase evaluates the strategic actions proposed for the achievement of the objectives so that they can be rectified, eliminated or reconsidered if necessary, while in the intermediate phase the intervention is implemented in the same way as during the pilot, but already with the definitive actions.

In addition, Bevilaqua (2018) makes an important contribution to the study of child labor in the countryside, since in rural areas it is understood as an "aid" and is part of the moral order in families, since agricultural work is associated with human dignity since parents consider that the moral and life foundations are transmitted to them through these activities, they also come to reproduce and reinterpret inheritances and traditions learned through generations. It is in this way that the integration of the child into the family and social context is sought. The author then reflects on this and concludes that the family has lost the centrality to socialize with children, however, public bodies, relying on the law, policies and educational entities, have a more relevant role to guide children in rural areas in terms of education.

Based on these approaches, it is considered of great importance that psychosocial interventions aimed at preventing and eradicating child labor can address the dynamics of rural areas without being arbitrary in their actions, that is, they must seek to understand this reality, but also intervene to achieve changes for the benefit of children, for example in the matter of non-execution of activities that require excessive force or strenuous hours of work that lead to extreme physical and mental exhaustion of the child and interfere with their education. They should also address the failure to engage in activities that pose risks to their well-being and
safety, and the fair treatment they receive, not the equivalent of a regular adult farmworker, to name a few examples.

Meanwhile, Medecigo (2022) argues that child labor is the greatest impediment to ensuring the fulfillment of the right to education of children, as well as protection against attacks, abuses, exploitation and violent acts against them. He then argues that proposals for psychosocial intervention should be binding considering economic, social and relationship between macro and sectoral factors. This recognizes that agreements must be consistent with the current development of society, respecting cultural and value diversity, should encourage participation and also conflict management and negotiation. It adds that it is of great importance to start from the fact that child labor, around the world, is a reality that is part of everyday practices, so it has different political conceptions, ideological understandings, as well as models for its intervention. It is considered as a multidimensional practice that is found in the culture of certain social groups, it is even considered as a life experience that is transmitted between generations and shapes the context of the family.

In this context, Medecigo (2022) explains the existence of two approaches to child labor, on the one hand abolitionist and protectionist. The first alleges that child labor is harmful and violates children's rights as it has a negative impact on the child's education, health, safety and overall development. The protectionist stance instead critically values child labor and recognizes positive factors in this practice as it is a socializing experience and it is argued that this can be beneficial in structural, economic, historical and cultural terms, so what is questionable in reality are the conditions in which the work assigned to children and adolescents is developed, and it is precisely in this that work must be done since the individual is the end of development, therefore economic growth is a way for it to be realized, in such a way that the tools for its promotion will be consistent with it.

From the perspective of intervention with families in vulnerable contexts, Morelato et al (2019) suggest applying strategies in small groups due to their effectiveness, especially to promote cognitive skills, as well as affective competences that allow them to improve their quality of life and that of children. This modality develops relationships of trust and affective closeness, highlighting the restorative role of ties, while in working with children it is necessary to focus on interventions with a focus on their mental health, through actions that are oriented to understand them from their subjectivity.

In this same orientation, Hoz (2023) proposes the intervention with children through group therapeutic play as it becomes a research instrument to analyze group processes and rehabilitative changes. This action is constructed and structured according to the space-time
characteristics of the group in coherence with the transfer activities that constitute its discourse. The benefits of the group intervention are given by the feedback in constant bidirectionality and interrelationship between the participants, it can also be applied in different age ranges and with different orientations of prevention, therapeutics and psychoeducation. This type of intervention involves a specific theoretical and technical development, while the technical processes are complex, as well as the internal and external defining and organizational adjustments of the variety of group procedures against those of singular therapeutic order objectives according to the characterization of the group and its age. For the same reason, the professionals who carry it out must have the proper knowledge and training for it. It is also often combined with other approaches such as group work with the family, multifamily activities, diagnostic evaluations, parallel group work actions between parents and children, among others. These actions as part of preventive programs or intervention in vulnerable conditions with children have been effective with interdisciplinary and specialized strategies.

Of equal importance is the contribution of Feriz et. al (2022) who identified a relevant aspect around the prevention of child labor and is that it is not addressed in the curricular plans of initial education, nor in the professionalization programs of educators in the pedagogical branches, considering its need for incorporation as soon as it is required to proceed with the teaching and theoretical and practical guidance of it, in addition to being able to identify and intervene timely in those cases that require it due to the associated risk factors. The researchers explain that the continuous training of the educator and the updating of knowledge, allow him a projection of his actions in the social-educational environment, because to the extent that it develops, the family and social environments with which it relates will also be impacted.

In this regard, psychosocial interventions in cases of child labor either for prevention or eradication purposes, should also consider the approach with educators as their role is strategic for the purposes of the subject and is that this actor is present in the lives of children at all levels of education as well as prevention that begins in early childhood and continues throughout the life of the individual, even outside the educational system. This demonstrates the need for participation by the different social sectors that seek preventive and educational actions for the new generations, so that intersectoral, interdisciplinary and collaborative learning links benefit, resulting in a comprehensive approach to prevent child labor in the educational context.

Another valuable contribution is Trujillo (2022), who shows that child labor is more likely to occur in rural areas, whereas in Latin America the prevalence is 52% in the agricultural sector. He also mentions the urban environment explaining that this activity occurs in informal areas of cities, with a level of labor informality directly associated with child labor. It adds that,
according to sex, men are more likely to work at an early age than women, and it is estimated that in households where the head of the same has a higher level of education, the probability of child labor is reduced. Faced with this panorama, the researcher reflects and indicates that despite carrying out prevention and awareness campaigns about child labor and its consequences on children, this is a practice that is associated with customs and culture so that in various communities it is not perceived as harmful. Therefore, intervention programs should be carried out in these areas with the support of national and local government entities, the business sector, social and trade union representatives, with equity approaches and attention to the rights of children, stating that the development of productive activities at early ages, which involve great intensity, represents a risk to the physical and emotional health of the child.

In this scenario, Avendaño & Castillo (2021) value the participation of the child in the diagnostic processes for the understanding of the reality of child labor and that the experiences of these allow to have an extended approach to the problem, linking factors related to the social construction produced from the natural context in which this is developed. The voice of working children, from a contextual approach, has great importance for the understanding of their reality which is socially constructed. Thus, from the perspective of planning for intervention in the prevention and eradication of child labor, it is necessary to know the constructed reality of the actors with respect to the facts in their own environments. The researchers found that children perceive important differences in relation to paid and unpaid work, so they indicate that the activities they carry out outside their home are paid and must do them because income support is required for the family; while those that are carried out at home, including agricultural ones, are not paid and are considered as help in the home. It should be noted that there are differences between the positions of children who work in rural and urban contexts, for the first the activities they perform involve participation and family moments, in addition to acquiring a role in this; but in the case of children in the city it is an activity perceived as exhausting and that demand a lot of effort and responsibility because they are developed to help meet basic requirements in their homes.

This evidence demonstrates the need for specific approaches in psychosocial interventions that are carried out for the prevention and eradication of child labor, constitute a very important basis for the actions of professionals because they allow the planning of their approach strategically as well as the articulation of timely actions with public and/or private entities for social transformation, the approach of policies or social actions to improve the living conditions of families and address the causes that give rise to child labor.
To this can be added the study of Miño & Elías (2022) who identified an interesting practice in relation to child labor on which it is also important to carry out interventions, this refers to households that undertake family businesses (micro, small or medium) in which children are involved even as a way of giving continuity to economic activity. This practice is normalized to possibly the same extent as child labor in rural areas where it is associated with cultural aspects and is considered a normal practice, not harmful and even necessary for its development. Faced with this reality, the researchers propose the need that, through psychosocial diagnosis and intervention, children are given a special role in understanding the reality of child labor, since modern child labor practices require understanding for the development and approach of state actions and policies that protect them.

Meanwhile, Álvarez et. al (2021) recognize that progress, in the nations, in legal terms has been important since the protection of the rights of children has been sought, contemplating precisely the prohibition of child labor, as well as the prioritization in their education and the guarantees that they will enjoy a decent life, health, well-being, education, a safe environment, among others. Despite this, they have not been sufficiently effective, since the violation of rights is present through the exercise of activities that put the health and safety of minors at risk when they must work either due to cultural reasons or due to poverty conditions, even worse when they involve some of the worst forms of child labor. In this context, the researchers propose that actions of strategic intervention, from governments, international organizations and the different social actors in each nation, should propose technical assistance, legal advisory services, psychological and social support, this with the desire of society to identify and comply with the approaches of the law, as well as receive the necessary support as a form of guarantee in the fulfillment of the rights of children to achieve their physical, emotional and psychological well-being.

In fact, Remiro et. al (2021) explain that in the promotion of family and children's well-being, through psychosocial intervention actions, protection actions, emotional education and formal and informal support are necessary, then each of these dynamics is characterized.

- Protection: it involves covering the individual, family, social and emotional needs with the aim of the individual achieving an appropriate development. The intervention actions focus on addressing these aspects from an educational and practical approach.
- Emotional education: focuses on developing emotional skills so that the subject knows their emotions and is also able to identify the other people's. The goal is for individuals to acquire forms of behavior consistent with the principles of human development.
- Formal and informal support: it is related to the development of activities in informal environments, that is, in which the rules do not prevail and the child can develop spontaneously in his individuality and with others, for example, by playing sports.

In this regard, Remiro et. al (2021) believe that the well-being of children is not given only social, health or education care, since interventions must be developed at different levels to be able to address the structural causes that are related to the problem, in this case of child labor, reducing as much as possible the scenarios of potential risk. Thus, a form of welfare guarantee can be found in preventive actions that are oriented towards the proper treatment of children, positive parenting, educational-participatory community work, among others. However, in order to achieve this, it is necessary that the professionals who carry out the psychosocial interventions have sufficient knowledge and logical structure that allows them to create a welcoming and friendly context, minimize the walls to promote participation, evaluate knowledge from the experiences of children, develop an assimilation of the process and its results by the collective, and strengthen the participation of children in the action.

Consequently, a synthesis of interventions in child labor with the different factors that characterize them, as well as approaches and effectiveness, is presented.

- Among the factors that characterize the approach to child labor are the incorporation of the family environment, not only to parents but also to the context of the family as such. Educators and the school context are also considered an important part of the intervention processes, being a key factor in the educational process regarding preventive aspects and the eradication of child labor not only with children but with the community in general. In addition, different social actors such as public, private, international organizations, and all those with a preventive approach are incorporated.

- The work approaches include the cultural approach in rural areas, as well as the family context since the dynamics are very different from the child labor in cities that is approached from the conflict of the economic situation that families face. In addition to this, the educational approach contextualizes the risks of child labor, especially at an early age, as well as the worst forms of child labor and the relevance of the training process and family support. Other important approaches include psychoemotional well-being and intervention from the experience of minors in a work situation that allows to know the reality from their perception, from their own experiences to dimension the risk, the affectation and the potential ways of approaching. Likewise, the position of work as a beneficial practice for the development process is another of the novel
approaches identified, focusing instead on the prevention of activities that are not beneficial in terms of safety and health for children.

- On the other hand, from the consideration of psychosocial interventions and the techniques used with greater effectiveness, the work in small groups with both the family and children is mentioned, in addition to psychoeducation, group intervention, diagnosis from the experiences of children, community intervention, in addition to the accompaniment of the educational environment as support and mediation against risky practices.

In accordance with these conditions, it is possible to propose actions for the accompaniment of minors who have been exposed to child labor, as well as other preventive measures to ensure that fewer children should carry out these practices.

- To think of educational centers as cultural centers in which the relationships between family, community and school are established to work together in the education and appropriate preparation of children in the real territorial environment at local, national and international levels. This reaffirms the shared responsibility of these three key actors to develop actions for the well-being of children through quality education, characterized by inclusion and participation.

- Promote contexts in which educators also have an important participation, as well as the family and the community, promoting dialog, agreements; respecting their positions, but also opening up the transformation and updating of thinking and knowledge in favor of children.

- In the educational context, methodological innovation is important to enable students to assimilate the knowledge taught and incorporate it into the different situations of their lives, allowing them to solve problems, investigate and develop properly.

- It is also necessary to promote methodologies of continuous learning and professionalization by teachers so that their updated knowledge allows the approach of new ideas and experiences to social problems that involve children and the family.

- In addition, it is necessary to integrate the school with the community, making it an inclusive context characterized by the role of students and the role of teachers as managing agents against environmental problems.

- It is necessary to apply the alternative pedagogy that involves practice and group reflection as well as permanent inquiry and dialog and directly with the actors in the process.
Psychosocial Intervention in Child Labor in Ecuador

- Work with integrated contexts so that children, families and other social actors can interact in an organized way according to the situations that occur in the different groups, thus promoting community participation and social integration.
- Encourage dialog and real acceptance of all members of the community, children, adolescents, adults, regardless of sex, age or socioeconomic status and other variables.
- Promote constant research around social problems such as child labor being active participants of it, as well as researchers and witnesses of social realities since from different positions it contributes significantly in the understanding of the subject.
- Maintain constant communication spaces with authorities and other social intervention agents for cooperation with vulnerable or at-risk groups through appropriate actions.

These are only some of the complementary actions that can be implemented, since in each context the intervention and planning will be due to the reality of the same and to the factors that characterize the practices of child labor.

4 CONCLUSION

Child labor is considered a global problem with a major impact on children, especially when it begins at an early age and the activities assigned to children pose a potential risk to their physical or psychoemotional well-being. In this sense, child labor has characterizations according to the context in which it is carried out, being able to vary between urban and rural areas, in addition to according to the sex of the children and the ages, and even with the conception of what this activity represents in the family environment. Although from the abolitionist perspective any form of child labor is harmful, it is necessary to take into account that there are areas in which its cultural heritage is practiced as a normal activity that contributes even to the autonomy of the child and allows him to acquire a role in the family, and it is the child himself who executes it as a standardized action that is part of his daily activities that he shares with his family so it is not perceived as a forced practice, a situation that can vary in other environments in which instead child labor is due to economic need and the child feels responsible for executing it to contribute to the basic economy of his family.

Faced with such situations, psychosocial intervention actions must be strategic and assertive, this is how the prior diagnosis of the situation is essential, the contextualization of the environments in which it is going to intervene, as well as the familiarization with the problem from the different social approaches. This is in order to design programs with strategic approaches that do not generate more social conflicts, because the purpose is to transform
reality to achieve an improvement in the quality of life of the population. In this sense it is recognized that psychosocial intervention is not easy and must be adjusted to different aspects, on the one hand, work with clear intentions of preventing child labor can be carried out, educating and training both parents and children, educators and other members of the social environment on its causes and consequences. The same could happen in cases of eradication of the practice in the context of children. However, in communities framed by the culture and generational tradition, the approach should be different, with a focus on the need for children to have safe conditions in the activities they carry out, especially in those of an agricultural type that are those that generally perform, emphasizing family accompaniment during their development, as well as the importance of adherence to school, since they are usually the main segment that abandons studies. Perhaps the best strategy is to raise families' awareness of a balance between school activities and fieldwork, encouraging them that academic development will provide them with opportunities for future development and not necessarily separate them from their customs and traditions.

It is therefore clear that psychosocial intervention actions in the prevention and/or eradication of child labor are key and whose importance lies in the strategic approaches that are designed around the problem and its context, with the intention of understanding, forecasting and transforming the social behaviors of individuals and achieving modify those harmful factors of the environment for the improvement of the quality of life of these.

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