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Human and Trade Union Rights and Equality / Human Rights:

Draft Resolution on Child Labour

Proposed by: AOb/Netherlands and GEW/Germany
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The 6th World Congress of Education International, meeting in Cape Town, South Africa, from 22 to 26 July 2011:

1. Recalls
 - a. the UN Declaration on Human Rights which states that everyone should have the right to free, compulsory education for at least the elementary and fundamental stages;
 - b. the Convention on the Rights of the Child which establishes the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development;
 - c. ILO Convention 138 and Recommendation 146 on the Minimum Age for Admission to Employment (1973) which states that the minimum age of employment should be no less than the age for completing compulsory schooling and in no event less than the age of 15;
 - d. ILO convention 182 and Recommendation on the elimination of the Worst Forms of Child Labour (1999) which establishes elimination of the WFoCL as priority;
 - e. the Education for All goals (Jomtien 1990 followed by Dakar 2000) which aim for universal basic education for all in 2015 and affirms education as a basic human right;
 - f. the Millennium Development Goals (2000) focused at the eradication of poverty through quantifiable targets, among which one specific goal on education (goal 2 universal primary education) and various others that are directly related to education or affect the right to education (among which 3 gender equality)
 - g. the The Hague Roadmap for achieving the Elimination of the Worst forms of Child labour by 2016 (2010), which states that still 215 million boys and girls are engaged in child labour and miss out on education;
 - h. paragraphs 9 and 10 from the Resolution on fundamental workers' rights of the ITUC congress 2010 in Vancouver;
2. recalls the remarks of former Director General of the ILO, Michael Hansenne: "Childhood is a period of life which should be devoted not to work, but to education and training; child labour by its very nature and the working conditions in which it is carried out, often compromises children's potential to become productive and useful adults in society; finally, the use of child labour is not inevitable, and progress towards its elimination is possible wherever there is political will to oppose it with determination";
3. observes that despite the growing awareness of and action against this scandalous form of exploitation of the most vulnerable within our society, child labour continues to exist in many forms, including bonded labour;

- 57 4. observes that child labour and the lack of decent work for adults are closely linked;
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59 5. observes that child labour and the absence of schools or of education of sufficient quality are
60 closely linked;
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62 6. observes that the gender dimension of child labour is still not very well addressed, as girls' child
63 labour is often of hidden nature (domestic work, agriculture, prostitution, small services and
64 handicrafts) and outside of the common definition of "work" (mostly defined in economic
65 terms).
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67 7. observes that the Education for All goals can't be reached when only focusing on the worst
68 forms of child labour;
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70 8. acknowledges the overwhelming evidence that education is one of the most significant factors
71 in the prevention and elimination of child labour and in breaking the poverty cycle;
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73 9. acknowledges the specific role of educated mothers in the prevention of child labour and in the
74 schooling of children, especially girls;
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76 10. recognizes that eliminating child labour and improving the quality of education are strongly
77 interlinked - the first will not happen without the second - and that teachers, educators and
78 their organizations have a critical and particular contribution to make to the elimination of child
79 labour as do politicians, government officials, employers and the international financial
80 institutions;
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82 11. recognizes the crucial role of education unions in accessing schools, pupils, parents and their
83 communities through their members; teachers and other education workers being important
84 advocates for children and their rights as well as crucial partners for quality education;
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86 12. condemns governments that fail to legislate comprehensively or act decisively against child
87 labour and employers who exploit children to increase profits;
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89 13. condemns governments that fail to provide quality universal basic education for all or fail to
90 enforce legislation on school attendance;
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92 14. condemns governments in rich countries that fail to provide funding to developing countries
93 willing to achieve the EFA goals;
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95 15. welcomes the increasing action being taken on the elimination of child labour by the ILO, UN
96 agencies, ITUC and affiliated GUFs, as well as by NGO's, and is committed to working in
97 partnership with them;
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99 16. welcomes the work against child labour already being done by many EI affiliates;

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101 **The Congress determines that Education International shall:**
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- 103 17. work continuously and pro-actively on the eradication of child labour and the provision of
104 quality education and encourage, support and coordinate the active participation of all affiliates;
105 provide tools for action to and disseminate materials and good practices among unions and
106 their members,
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108 18. with the aim to
109 a. prevent any more children becoming child labourers;
110 b. withdraw those currently working and provide them with effective, quality education;
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112 19. focus on the following strategic areas:
113 a. opposition to economic and social policies that cause or perpetuate child labour;
114 b. comprehensive legislation and effective enforcement;

- 115 c. mainstreaming child labour concerns into national education policies;
116 d. comprehensive government education policy and the resources to provide for good quality,
117 universal and free early childhood services and compulsory primary and secondary
118 schooling, and encompassing transitional and special education services, as well as
119 vocational and higher education; improved training, status and working conditions for
120 teachers and support staff;
121 e. income support for families and employment opportunities for parents;
122 f. inclusion of the gender dimension in all actions;
123 g. creation of forms of intensive bridging education that enable children who missed the the
124 entry into 1st grade according to their age to catch up with their peers and be
125 mainstreamed into full-time formal education
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127 **The Congress calls on member organizations to:**
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- 129 20. lobby their respective governments in developed countries to devote at least 0.7% of their GNP
130 to development assistance and to dedicate an appreciably higher amount of such assistance to
131 the development and improvement of public primary education.
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133 21. adopt specific policies and a programme of action on child labour as well as support for unions
134 in developing countries wanting to address the topic;
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136 22. co-operate with Education International and through it with the ITUC, ILO, UNICEF and
137 UNESCO, and with other trade unions, union centres and non-governmental organizations, at
138 the national level to eliminate child labour nationally, regionally and internationally;
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140 23. approach and urge all governments to ratify the international treaties concerning child labour;
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142 24. disseminate the facts of child labour to union members and the general public to enhance their
143 awareness and arouse public opinion against child labour;
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145 25. campaign for adequate resources to allow for an expansion of public education, including
146 quality early childhood services, schools, transitional and special education and vocational
147 training to ensure access to education for all;
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149 26. develop age appropriate curriculum materials to be used in schools in both industrialised and
150 developing countries that address the issues of child labour for students who are in danger of
151 becoming child labourers and for those who are consumers of products made by child labour;
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153 27. develop specific strategies for girls and women which take also into consideration the specific
154 social and economic benefits countries have from educated mothers;
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156 28. promote quality teacher training and in-service development to enable teachers to meet the
157 diverse and special needs of children, particularly the most disadvantaged, those at highest risk
158 of becoming child labourers (children in conflict zones, regions with high HIV/AIDS prevalence,
159 ethnic minorities etc) and those who have been child labourers;
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161 29. develop strategies for monitoring non-enrolment, non-attendance and drop-out at school and
162 its relationship to the spread of child labour; and to use that information to work with parents
163 and local communities so that they understand the value of education and the costs of child
164 labour, and are encouraged to participate with the local early childhood services and schools in
165 decisions about the education of their children;
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167 30. lobby governments to adopt and enforce adequate legislation on school attendance and school
168 inspection;
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170 31. lobby with other unions for decent working conditions for adults and with non-governmental
171 organizations for integrated programmes for poor families whose children are, or are at risk of,
172 becoming, child labourers, including health services, meals for children attending an early



- 173 childhood centre or school, adult education, vocational training and employment programmes,
174 and family income support;
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176 32. build up regional networks for information exchange, discuss the issue of child labour
177 periodically and take concerted action to eliminate it.