



**Teacher Unions  
at the Forefront  
of the Fight  
against Child Labour**

*Good Practice*



**Education  
International**





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## Introduction

At its 6<sup>th</sup> World Congress in Cape Town, South Africa, in July 2011, Education International (EI) adopted an important **Resolution on Child Labour**, calling on EI and member organisations to act on a number of is-sues.

The Resolution states that the Congress '*recognizes the crucial role of education unions in accessing schools, pupils, parents and their communities through their members; teachers and other education workers being important advocates for children and their rights as well as crucial partners for quality education*' and '*welcomes the work against child labour already being done by many EI affiliates*'.

The mandate given to EI in this framework requires EI to '*work continuously and pro-actively on the eradication of child labour and the provision of quality education and encourage, support and coordinate the active participation of all affiliates; provide tools for action to and disseminate materials and good practices*



*among unions and their members'.*

Consequently, EI developed this brochure - **Teacher Unions at the Forefront of the Fight against Child Labour: Good Practice** - to inspire EI affiliated teacher unions to commit to the struggle against child labour.

Teacher unions are invited to use this brochure to take action and organise activities on the issue of child labour, particularly on **World Day against Child Labour** annually commemorated by EI and its member organisations June 12<sup>th</sup>.

The examples of good practice listed in the brochure are not an exhaustive list of the work done by teacher unions in the field of child labour. Examples were collected during interviews with teacher unionists coming from 18 countries and participating in the **International Conference on Child Labour** (on the theme of '*School is the Best Place to Work: Education Unions against Child Labour*', organised by EI and its member organisations in the Netherlands (AOB) and Germany (GEW) October 5<sup>th</sup>-7<sup>th</sup> 2012 in Berlin, Germany.

EI would like to thank free-lance journalist Samuel Grumiau for his valuable collaboration with EI in drafting this brochure.



## At the Union Level

### Campaigning for Free Quality Public Education for All

Education unions are at the forefront of **campaigns** for free quality public education for all: through press campaigns, demonstrations, posters, political lobbying, etc. International Days such as June 12<sup>th</sup> (World Day against Child Labour) or October 5<sup>th</sup> (World Teachers' Day) are often good opportunities for organising an event to get their campaigns talked about.

In Morocco, for example, the SNE-FDT<sup>1</sup> runs a project to combat dropping out of school in five towns. During events such as the Global Action Week for Education for All or the World Day against Child Labour, the SNE sometimes organises a joint event with pupils, parents, teachers and head teachers to demand the right to education for all.

Quality education means that when schools are established, they must have the necessary number of teachers to ensure they do not have overcrowded classes, which reduces both the quality of education and the motivation of the children. In Haiti, where most of the public schools are packed to overflowing, the CNEH is putting pressure on the government to reinforce its free universal education programme. A **national education fund** has been created, with money sent home by the Haitian diaspora and telephone calls from abroad. The CNEH is lobbying for the fund to be used to build more classrooms and to train more teachers.

### Exerting Political Pressure

#### Through Advocacy

Teachers' unions can exert great pressure to obtain more funding from the authorities to support policies addressing child labour, or to amend legislation in favour of child protection. In the United States the AFT lobbies extensively to strengthen existing legislation against child labour. They oppose the various pressure groups in the private sector, which are working hard to restrict the scope of American laws against child labour.

Examples of progress made as a result of **trade union lobbying** exist all over the world:

- In Jamaica, JTA got the government to create the post of **school guidance counsellor**. These are teachers trained to go to the homes of parents whose children no longer attend school, to find out the reasons for their lack of

<sup>1</sup> See Annex 1: List of teacher unions that contributed to the brochure



attendance and to find solutions. Counsellors facilitate access to free school meals, recommend parents for social assistance from the government, etc. The JTA also succeeded in obtaining vehicles for the counsellors, and the reimbursement of their costs when they go to visit the parents.

- In 2004 in Senegal, a trade union lobby succeeded in increasing the age of **compulsory schooling** from 15 to 16 years, and ensuring that children could be enrolled in school even if they did not have a birth certificate. In Argentina, CTERA lobbied successfully in 2006 for 13 years of compulsory schooling for all children starting at the age of 5.
- In Haiti, CNEH won an **increase for education in the government's budget** in the National Assembly in 2012, including a small rise in teachers' salaries. The CNEH had put together a case file detailing the dilapidated state of the Haitian education system, and the importance of education for the country's reconstruction. Local CNEH representatives met with their regional senators and members of parliament to hand over the case file. At the national level, the CNEH's executive bureau had a meeting with the leaders of the Senate and the Chamber of Deputies, as well as with the Education Minister. The file was also sent to all the education departments' directors and to international donors.
- In Uganda, UNATU persuaded district leaders to adopt **decrees or rulings** establishing a reprimand if a child is exploited through work. The trade union is also pressing the authorities to adopt binding regulations obliging parents to contribute to their children's school meals (by paying money, by supplying a meal or the ingredients, by coming to the school, getting water from the well to serve with the meals etc.)
- In Albania, FSASH and SPASH have won the inclusion in their collective agreement of **mutual obligations** for the teaching unions and the education ministry concerning child labour. The trade unions have also won the right to submit the names of teachers who have been particularly active in combating school drop-out and child labour to the regional authorities at the end of each year, so that they receive bonus pay in recognition. The authorities are free to refuse to give this reward, but the unions have noticed greater awareness within government of child labour as a result of the involvement of the trade unions.

### Through the Implementation of Pilot Projects

Some trade unions carry out ad hoc projects which show that by investing in one measure or another, it is possible to increase the rate of school attendance, and thereby reduce child labour. They then present the results of their projects to their government, insisting that the cause should be taken up on a larger scale.

One example is in Albania, where FSASH and SPASH have taken action to help Roma children to enrol in school. With external support (mainly from the



Dutch union AOB) they can sometimes provide materials (including clothing, food or school materials) to the poorest Roma families, on the condition that they regularly send their children to school. The trade unionists showed the government the positive results they had as a result of external support; this lobbying convinced the government, which decided to provide free books and school materials to all Roma children.

In Burkina Faso, SYNTER has been carrying out a project since 2009 in three schools, where the poorest children receive school supplies and school meals free, and a bicycle if they live far from school. Dropout rates have been falling steadily. SYNTER is urging the Burkinabe authorities to develop this kind of support at the national level.

### Drafting a Union Code of Conduct Prohibiting Child Labour

Teachers must set an example by not using child labour themselves.

In Cambodia, NEAD has a code of conduct on this issue. One of the articles bans its members from using child labour or from sending their own children to work. If they break this rule, they risk having their membership suspended or cancelled.

In Haiti, CNEH did not go as far as writing a code of conduct, but when teachers are trained on the issue of child domestic workers (known as “restaveks” in Haitian Creole) CNEH insists that its members set an example by not employing them in their own homes.

### Making School More Attractive

School dropout can sometimes happen more quickly when the school itself is not a pleasant place to be: dilapidated or difficult to access buildings, lack of school lunches, toilets or water, etc. Teacher unions complain about these situations and sometimes take action to address them.

In Ghana, GNAT collaborates with community leaders in the poorest regions to help them identify what needs to be done to make schools more **attractive**: installing a supply of drinking water in a school, repairing a roof, building a small bridge to enable children to reach a school in a neighbouring village, a visit to the school by a polio vaccination team, etc. Teachers belonging to the GNAT then help these communities to submit their demands to the local authorities or Ministries concerned. They can also seek the help of external donors.

In Morocco, SNE-FDT collaborates with NGOs to put on **events** in schools: drama, music, painting, etc. These activities are part of a wider programme to combat school dropout, and aim to show parents and children that there have been changes in schools.



The provision of a **free hot meal** by the school canteen often encourages the poorest families to agree to send their children to school. Several teachers' unions have taken action to get such meals served. In Uganda, for example, UNATU encourages parents to organise a midday meal themselves, which is cheaper for them, by supply ingredients, paying a sum of money, coming to the school to draw water from the well to serve with the lunch, etc. UNATU is also lobbying the local authorities to adopt regulations that punish parents who do not contribute to the meals in the school canteen.

Altering the menus in the school canteen can also attract children to school. In Jamaica, members of JTA noticed that in some rural regions, children came to school from Mondays to Wednesdays and sometimes on Thursdays but from Friday to Sunday they were in the fields. By offering their favourite chicken recipe on Friday lunchtimes, the teachers managed to make Fridays in school much more attractive to their pupils.

### Awareness-Raising and Teacher Training on Child Labour

Combating child labour is not a natural priority for all teachers. In many countries they have not had any training on the subject, and have other priorities, such as very low salaries, the late payment of salaries, managing overcrowded classes, excessively busy schedules. It is not always easy for a teacher who sometimes has to combine several jobs to make ends meet, to understand that they have a duty to become involved in the fight against school dropout or child labour.

Several teacher unions have taken action to raise their members' awareness of their responsibilities in this area. In Cambodia, CITA has written **information materials** for teachers on the subject of child labour: national and international standards, the impact on children, the role of teachers, the type of work that is acceptable, etc. Teachers are then encouraged to talk to their pupils in discussions based more on dialogue rather than the teacher lecturing the class.

In Côte d'Ivoire, SYNADEEPCI gives teachers training on child labour. At the end of the training, the union has found that teachers are more aware of this cause, and more inclined to get involved in monitoring individual children who have dropped out, or are at risk of dropping out, of school.

### Improving Teacher Training

In countries where governments invest far too little in education, teachers in the lower level classes have not had any teacher training, for example they may be young people from the region who have not gone beyond lower secondary education. In addition to exerting pressure on the authorities to improve the situation, some trade unions are taking action to help these unqualified teachers to become better educators. In Ghana, for example, members of GNAT give training



courses for non-professional teachers in some of the poorest regions. Some of them have decided to undertake formal **teacher training** after the courses they have done with GNAT.

In Colombia, FECODE is fighting against the privatisation of education in general and for the professionalisation of nursery level teachers. They are opposed to the government's policy of promoting the development of networks of community mothers: people without qualifications who take pre-school children into their homes. The union is pressing the government to give all these children access to free, professional, nursery school training.

### Changing Teachers' Behaviour towards their Pupils

Pupils can be negatively affected by the actions of their teachers, who sometimes remain unaware of the damage they can cause. Corporal punishment inflicted by teachers on pupils is a typical example. Several teachers' unions have raised awareness among their members, so that they stop using this type of punishment. This was done by UNATU in Uganda and SNE – FDT in Morocco.

In Morocco, the SNE – FDT project to address school drop-out and child labour begins with teacher training on children's rights as well as some pedagogical issues (communication techniques, techniques for monitoring individual cases, etc.). Communication between pupils and teachers improves after this training, and the teachers also understand that it is better to change previous behaviour, such as using corporal punishment, so that pupils remain motivated to attend school.

In Uganda, UNATU aims to support teachers to become leaders in their schools, and to contribute towards creating schools that children like to attend and in which they enjoy learning. This change is achieved through the use of child-centred learning approaches that are specifically designed to meet girls' needs, avoid corporal punishment, etc.

### Building Partnerships

Aware that they cannot solve such a vast problem as child labour alone, teachers' unions often seek to create **alliances**, which will enable them to act more effectively.

#### With Unions from other Branches and/or Confederations

In Benin, for example, seven national trade union centres have come together to create the **Inter-Union Observatory to Monitor the Application of ILO Conventions on Child Labour**. Teachers play a leading role in this observatory, which has established a documentation and information centre on the fight against child labour, and has prepared a teaching module to help teachers deal with the subject of child labour in the classroom.



In Senegal, activities in this area by SYPROS are coordinated by the **Inter-union Committee to Combat the Worst Forms of Child Labour**, which brings together trade unions from the three big Senegalese confederations. This committee has collaborated, for example, on the revision of the Labour Code which led, inter alia, to the establishment of a minimum working age.

### With NGOs

One of the outstanding examples of collaboration between education unions and NGOs has been the organisation of the **Global March against Child Labour**<sup>2</sup>. This March led to the first global campaign to eradicate child labour, and the adoption of ILO<sup>3</sup> Convention 182 on the Worst Forms of Child Labour.

Many teaching unions collaborate with NGOs at the national level. In Morocco, for example, a project to combat school drop-out is run by SNE – FDT. The union invited NGOs to come to schools to develop children's creativity through cultural events (theatrical shows, music, painting, etc.). The aim of these activities is to make school more attractive to pupils, and to show parents that positive changes are taking place in schools.

Another EI affiliate in Morocco, the SNE-CDT, collaborates with women's, youth, migrants' and human rights associations, in hosting conferences on child labour. SNE-CDT has also worked in coalition with NGOs to secure the agreement of the authorities in some regions of Morocco, to pay a small sum of money to the poorest parents as a reward for sending their children to school.

In Argentina, CTERA collaborates with other civil society organisations to take the message about child labour to rural communities.

### With other Professional Groups

In Benin, SYNAPES participated in **training** approximately 5000 motor cycle taxi drivers (zémidjans) on the subject of child labour. They received an outfit with the slogan "a red card for child labour". The zémidjans were asked to bring up the issue of child labour in their conversations with passengers. Since the zémidjans are an important means of spreading information in Benin, the message was transmitted on a large scale.

At the inter-union level, SYNAPES has also worked with artisans' associations, training their leaders, who in turn train their members about the problem of child labour. Teachers welcome this collaboration, because child labour is to be found, above all, in the informal sector (carpentry, construction, etc.). Nearly 4000 artisans have been trained on child labour legislation and apprenticeships, the consequences of exploitation, etc.

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<sup>2</sup> For more information about the Global March: <http://www.globalmarch.org/>

<sup>3</sup> International Labour Office



## With Private Companies

Sometimes education unions form alliances with private sector companies in the fight against child labour. In Cambodia, for example, NEAD has taken part in training by the British American Tobacco company on child labour. Tobacco growers gained a better understanding of child labour and its impact. After the training, the use of child labour in that sector had been reduced.

In Ghana, GNAT sometimes works with the International Cocoa Initiative<sup>4</sup>, a foundation with the aim of eliminating the worst forms of child labour in the cultivation and processing of cocoa beans. The major chocolate brands are all members. GNAT provides vocational training for unqualified teachers who give lessons in the schools built on the cocoa plantations.

## With Religious Communities

Several teaching unions have built links with religious communities to help spread the message about child labour. In Uganda, for example, UNATU works with churches and mosques to raise awareness about child labour after religious ceremonies.

## With Traditional Leaders

Traditional leaders can have great influence on a population. It is, therefore, useful to have them on your side if you want to carry out a campaign against child labour and school-drop out. In the province of Papua in Indonesia, PGRI collaborates with traditional leaders to convey to parents how important education is for their children.

## Drawing Attention to the Specific Needs of a Community or of Individual Children

It can sometimes be harder for children from minority groups to find their place within school, and they are, therefore, more susceptible to being exploited for their labour. The role of teachers' unions is to draw attention to these situations.

In the United States, for example, the AFT raises awareness among its members, the population and the political authorities about the importance of investing more resources in educating Hispanic minorities.

In Albania, having children minority Rom children together with non-Roma children can sometimes lead to problems in the classroom. FSASH and SPASH urge their members to take actions in order to prevent problems between children from the different communities, and to maintain good relations between pupils so that Roma children do not grow to dislike school, or become disheartened about

<sup>4</sup> <http://www.cocoainitiative.org>



attending school. The two teachers' unions also speak to Roma parents, who are usually among the poorest and least educated. These parents do not always insist that their children attend school regularly. Thanks to external support, the trade unions can sometimes provide a little material aid (clothing, food, school materials) to these families, on the condition that they regularly send their children to school.

In some countries, children with physical disabilities also suffer discrimination in accessing education. In Morocco, teachers who take part in an SNE – FDT project on school drop-out have noticed that some children become completely demotivated about attending school because they have problems with their eyesight. Poor vision prevents them from reading what the teachers have written on the blackboard properly. The trade union project has helped develop partnerships that have made it possible to provide reading glasses for these children.

### Providing Extra-Curricular Support and Evening Classes for Children in Difficulty

Pupils who do not understand the lessons and regularly get bad marks can lose their motivation to study, and this can lead to dropping out and exploitation through labour. Some teachers' unions encourage their members to pay more attention to these children, and even offer them learning support. This is the case in Morocco, for example, in an SNE-FDT project to end child labour. The union members involved in the project provide **learning support** for pupils in difficulty so that neither they, nor their parents, become discouraged when faced with poor results.

In Burkina Faso, SYNTER created its own **evening classes** in 1983 for children and young people who are not able to attend classes in secondary school, either because they do not have the financial means or because they do not have a secondary school in their region. Over 14000 children attended these courses in 2012, in 71 schools, where SYNTER members gave free lessons, in addition to their normal workload.

### Working with the Media

Good media collaboration is very helpful in campaigns to raise the awareness of the population and of the authorities about the exploitation of children through labour.

In Senegal, SYPROS highlighted their collaboration with other trade unions on a national television programme in 2000, which helped to raise awareness about the worst forms of child labour.

In Uganda, UNATU has found that their campaigns to end child labour are often well covered in the media, because they issue press releases, make use of public



forums organised by the union, and accept invitations to appear on radio stations. Sometimes UNATU also pays for information on child labour to be disseminated through the publication of a supplement in a **daily newspaper**.

Some teachers' unions are faced with a media that is not interested in the problem of child labour or which is reluctant to bear their own travel costs to cover events on the subject. In Côte d'Ivoire, SYNADEEPCI tries to overcome this problem by training journalists on child labour, in regions where it runs child labour projects.

### Researching Child Labour

Some teachers unions are able to use some of their limited financial resources to carry out their own research into child labour.

In Uganda, UNATU sometimes carries out **research** during its campaigns, for example into the number of child workers. The findings from this type of research provide the union with an evidence base with which to target specific stakeholders, such as the government, and to urge them to act.

In Jamaica, JTA plans to research the commercial sexual exploitation of school age children. Based on the findings from this research, JTA will try to set up programmes to address this problem.

### Translating Documents into National Languages

EI and ILO/ IPEC produce many documents (See Annex 2 – References) and information material, concerning child labour. It is not possible, however, to translate and distribute these in all national languages. Some teachers' unions have, therefore, stepped in.

In Cambodia, NEAD and CITA have translated information material published by EI for World Day against Child Labour into Khmer. This was also the case in Haiti (translation of EI material into **Haitian Creole**), in Indonesia (translation of EI material into **Bahasa**) and in India (translation of EI material into **Hindi**). The materials are then posted on the EI website for the use of all EI member organisations.



## At the School Level

### Informing School children about Child Labour

#### Through their Lessons in the Classroom

Child labour is not usually one of the subjects included in the official school curriculum, and teachers have not been trained to talk about it in the classroom. EI and several unions have drawn up lesson plans (also called model lessons), which help teachers tackle this issue with their pupils (see Annex 2 – References).

In Mali, SNEC worked with the National Ministry of Education to develop model lessons for the classroom, which were then certified by the Ministry so that they could be used by teachers. Two types of content were created: one suitable for primary school children and the other for secondary school pupils. These lessons last about an hour, including 30 minutes for explanations by the teacher, followed by a question and answer session and group work in the classroom. SNEC took inspiration from the ILO kit « Scream »<sup>5</sup> to create these model lessons.

#### Through the Distribution of Promotional Material

Child labour is a theme that lends itself well to awareness-raising campaigns using promotional materials: t-shirts, posters, pins, brochures, etc. Many teacher unions use these types of material. In Jordan, for example, GUWT uses them in its awareness-raising campaigns in schools.

#### Through Competitions

Some teachers' unions organise competitions in which pupils express what they feel about child labour. In Benin in 2008, SYNAPES organised an art and music competition on World Day against Child Labour. The pupils' creations were recorded on CDs, which can still now be used for awareness-raising.

In Uganda, UNATU organises writing competitions where pupils express their views on the impact of child labour. The Ugandan union also organises musical competitions between classes on the subject of child labour. Each class must put on a show that demonstrates the impact of child labour. By getting involved in these competitions, says UNATU, the children inspire other children and their parents.

#### By Collaborating with Teachers who used to be Child Labourers

In Nicaragua, the CGTEN-ANDEN union uses teachers who were exploited for their labour during their childhood to raise their pupils' awareness. The project

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5 For more information about Scream: <http://www.ilo.org/ipec/Campaignandadvocacy/Scream/SCREAMresources/lang--fr/index.htm>



focuses primarily on child domestic workers: many poor parents living in rural areas entrust their children to family members who live in the city so that they can go to school. In many cases, these children have to perform a lot of domestic tasks for their “host family”, which compromises their self-development and their chances of doing well at school. Teachers who have experienced this type of situation can more easily identify the pupils who are also living through it, they are more likely to win the trust of such children, and are often better able to find the right words to convince the “host family” to give these children better lives.

**Awareness-raising** among school children can sometimes have very concrete and immediate results. For example, on 12 June 2012, World Day against Child Labour, CNEH asked its members to teach their pupils about the exploitation of children as domestic workers (restaveks in Haitian Creole), a form of abuse that is widespread in Haiti. Several pupils were moved by what their teacher had told them, and spontaneously announced that they would talk to their parents about the situation of the child they were exploiting in their home. One pupil in Port-au-Prince stated: “Now I understand that it is bad to do that to children, to deprive them of their education, their freedom. I am going to ask my parents to send our restavek to school, as soon as I go home, and I will help her/him do the housework.”

### Getting Parents to Understand the Importance of Education

A **teacher** is usually someone who is respected and listened to within the community. Several trade unions use teachers’ influential position to get into contact with the parents of child workers, or pupils who drop out of school.

In Albania, for example, the teachers taking part in projects run by FSASH and SPASH sometimes go to the parents’ home when children do not or no longer come to school. For these parents, who usually have little education, getting a visit from a teacher of the school which their child is meant to attend can often have quite an impact.

In several other countries, the teachers’ unions invite parents to attend information sessions in school. This happens in Indonesia, for example, where the PGRI (Teachers’ Association of the Republic of Indonesia) has had good results in the provinces where its members are active in combating school drop-out.

In Benin, SYNAPES members meet the parents of children who do not attend school, or only intermittently, in their local area, in churches, at their workplaces, etc.

When information and dialogue are not enough, it is sometimes useful to threaten parents with sanctions if they refuse to send their children to school, when schools are available. In Jamaica, the JTA **lobbied the government** to have



social assistance for people living below the poverty line linked to their children's school attendance. The school sends the attendance register to the social security department, which withholds assistance from families whose children remain absent from school.

### Getting Support for the Poorest Parents

When extreme poverty is the main reason given by parents for not sending their children to school, some teachers' unions help parents to develop **income-generating activities**. One case in point is the Côte d'Ivoire where, as part of a project financed by IPEC<sup>6</sup>, members of the teachers' union help the neediest families to develop income generating activities.

In Albania, despite all their efforts at persuasion, members of FSASH and SPASH are sometimes not succeed in convincing a family to take their children out of work, because both parents are unemployed. They sometimes try to approach the authorities to get them to try to give a job to one of the two parents.

Some unions have succeeded in getting regular **allowances** paid to parents who send their children to school. The Argentinian union CTERA successfully lobbied to get an allowance paid to parents who regularly took their children to health checks up to the age of four (including for vaccinations), then enrolled them in school until the age of 18. 70% of the allowance is paid each month and the rest at the end of the year if all the conditions have been met. The allowance amounts to 340 pesos (68US \$) and can be paid out for up to five children. Another example comes from Morocco, where pressure by SNE-CDT, in collaboration with its confederation and other civil society organisations, has succeeded in getting the authorities to grant a small sum of money to very poor parents if they send their children to school (this subsidy is limited to the rural areas, however, and does not cover all regions in Morocco).

### Creating a Group to Combat School Drop-out and Child Labour within the Classroom or School

When children have been informed of the consequences of dropping out of school, or of child labour, some teachers' unions set up groups within their class or their school to tackle these closely linked problems.

In Mali, for example, SNEC trained teachers about the problem of child labour, and prepared lesson plans to help them approach this subject in the classroom. At the end of the teaching session, a contact team is set up with the school. The team is composed of pupils and the teacher, and becomes the focal point for child labour within the school and the region. It raises awareness within communities

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<sup>6</sup> The international Programme on the Elimination of Child Labour (IPEC) of the International Labour Office (ILO)



using posters, meetings held at fairs, traditional and cultural events, etc.

In Uganda, UNATU has created children's clubs within schools. They make their own information materials and go to communities to speak about the problem, with the support of teachers. They also go to the places where children work, to shed light on the dangers of this work. Some children's clubs regularly organise discussions on child labour in school: explaining what it is, what 'light work' is, what they can do if someone tries to get them to work, etc.

In Albania, members of FSASH and SPASH set up monitoring groups to keep track of children who have abandoned their studies or are at risk of doing so. The groups, composed of teachers, pupils and parents, identify the reasons for dropping out, find out how to collaborate with the child's family, identify the people who could influence the parents or the child, and the problems experienced within the community, etc. The group then begins its practical work with the child and the family to persuade the child to return to school.



## Annexes

### Annex 1. Teacher Unions that Contributed to the Brochure

- American Federation of Teachers - AFT, United States
- Cambodia Independent Teachers' Association – CITA, Cambodia
- Confederación de Trabajadores de la Educación de la República Argentina – CTERA, Argentina
- Confederación General de Trabajadores de la Educación de Nicaragua - CGTEN-ANDEN, Nicaragua
- Confédération nationale des éducateurs d'Haïti – CNEH, Haiti
- Federación Colombiana de Educadores – FECODE, Colombia
- General Union of Workers in Teaching – GUWT, Jordan
- Ghana National Association of Teachers – GNAT, Ghana
- Independent Trade Union of Education of Albania – SPASH, Albania
- Jamaica Teachers' Association – JTA, Jamaica
- National Educators' Association for Development – NEAD, Cambodia
- Syndicat national de l'éducation et de la culture – SNEC, Mali
- Syndicat national des enseignants - Fédération démocratique du travail - SNE-FDT, Morocco
- Syndicat national de l'enseignement- Confédération Démocratique du Travail - SNE-CDT, Morocco
- Syndicat national des enseignants d'éducation permanente de Côte d'Ivoire – SYNADDEPCI, Côte d'Ivoire
- Syndicat national des professeurs des enseignements secondaires - SYNAPES, Benin
- Syndicat national des travailleurs de l'éducation et de la recherche – SYNTER, Burkina Faso
- Syndicat des professeurs du Sénégal – SYPROS, Senegal
- Teachers' Association of the Republic of Indonesia – PGRI, Indonesia
- Trade Union Federation of Education and Science of Albania - FSASH, Albania
- Uganda National Teachers Union - UNATU, Uganda



## Annex 2. References

### EI/ILO-IPEC Publications:

- [2011] Warning! Children in Hazardous Work - End child labour
- [2010] Roadmap for Achieving the Elimination of the Worst Forms of Child Labour by 2016
- [2009] Give Girls a Chance: End Child Labour Now
- [2008] Quality Education is the Right Response to Child Labour
- [2008] All Children in School, Not at Work! (Poster - multilingual)
- [2007] Harvest for the Future
- [2007] Child Labour - Quality Education is the Right Response
- [2007] Child Labour in Albania (in Dutch)
- [2004] The Invisible Children

### Media:

- **Video: No to Child Labour! Yes to Education!**  
This short documentary puts the spotlight on successful strategies by the Moroccan National Teachers' Union (SNE) to prevent child labour by reducing school drop-out rates. An EI production, in cooperation with SNE and NEA; archival footage courtesy of the International Labour Organisation (ILO).  
[http://www.youtube.com/watch?v=Q\\_b3RFRBrLw](http://www.youtube.com/watch?v=Q_b3RFRBrLw)
- **Video: Zara's letter, 2011**  
This 15 minute documentary talks about the life of Zara and about child labour in Turkey. An EI production, in cooperation with AOB and CNV-O, EI Dutch member organisations.  
<http://www.youtube.com/watch?v=yAP3fJUBqc4&feature=youtu.be>

### EI Campaign Material for World Day against Child Labour (June 12th)

- Activity: One Hour against Child Labour (pdf)
- Poster: One Hour against Child Labour (pdf)

### Links:

- EI Website: [http://www.ei-ie.org/en/websections/content\\_detail/3275](http://www.ei-ie.org/en/websections/content_detail/3275) - [http://www.ei-ie.org/en/events/event\\_details/52](http://www.ei-ie.org/en/events/event_details/52)
- ILO-IPEC website: <http://www.ilo.org/ipec/programme/lang--en/index.htm> - <http://www.ilo.org/ipec/Campaignandadvocacy/wdacl/2013/lang--en/index.htm>



**Teacher Unions  
at the Forefront  
of the Fight against  
Child Labour**

*Good Practice*



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