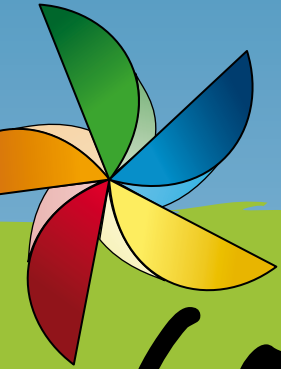




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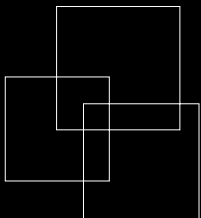


# GO FOR THE GOAL: END CHILD LABOUR

12 JUNE 2010



ACTIVITIES FOR THE WORLD DAY  
AGAINST CHILD LABOUR



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According to the ILO estimates, there are over 200 million children who are victims of child labour around the world. Over 100 million of them work in situations considered highly hazardous where their basic rights are violated and their dignity is offended. They are forced into prostitution and armed conflicts. They are trapped in agriculture, domestic labour and in the production of exportable goods for the global market. These children's safety and opportunity for normal development are compromised on every level. They live in situations devoid of security, protection and care. Their physical health is endangered; their social, intellectual and moral development is jeopardised by absent or inadequate schooling and lack of opportunity for play and socialisation; and their psychological well-being is threatened by the traumatic results of prolonged abuse, deprivation and neglect.



Child labour has major repercussions on the education process of children with many working children either not attending school at all, or dropping out of school at an early age, being absent, repeating grades or having poor performance and low educational achievements. In the worst of cases, child labour can lead to the gradual loss of learning skills, including reading and writing, and can result in functional or total illiteracy.

Action to combat child labour is rooted in international labour legislation and primarily in the Convention on the Rights of the Child, International Labour Organization (ILO) Convention No. 138 on the Minimum Age for Admission to Employment and Work and ILO Convention No. 182 on the Worst Forms of Child Labour. ILO policy is strengthened by the international community's efforts to achieve the Millennium Development Goals (MDGs), to overcome the obstacles towards the achievement of Education For All (EFA) and to implement the ILO's Global Plan of Action tailored to eliminate the worst forms of child labour by 2016 as a matter of urgency.

In the complex development debate aimed at reducing poverty and improving social welfare systems, prominent global actors are involved, including governments, employers' and workers' organizations, UN agencies, NGOs, local governments and municipalities. The ILO has a unique tripartite structure: this means that employers' and workers' organizations have an equal voice with governments in shaping its policies and programme. Together they contribute to the protection of workers' rights worldwide, including the elimination of child labour, and the setting of workplace standards.

Poverty, education and child labour are integrally linked. The crucial central component of any effective strategic policy for the prevention and elimination of child labour is education, compulsory, quality, publicly funded and inclusive education, combined with social protection and respect of labour standards. Educated women have healthier children who are more likely to be in school and less likely to be child labourers or HIV infected. A quality education enables learners to become productive and active citizens, knowledgeable about human rights and able to promote, defend and apply human rights in daily life. The World Programme for Human Rights Education (WPHRE) is a framework for action which is based on principles set by international human rights instruments and reflects the international community's increasing recognition that human rights education - promoting respect for human dignity, equality and participation in democratic decision-making - contributes to long-term peace<sup>1</sup>.

## EDUCATION : TEACHER ORGANISATIONS TAKE ACTION



Teachers are key players in existing initiatives and synergies to tackle child labour and keep children in school. Teacher organisations work

<sup>1</sup>The UN Inter-Agency Coordinating Committee on Human Rights Education in the School System (UNIACC), composed of 12 UN agencies and affiliated organizations, is responsible for promoting coordinated UN support to the national implementation of the World Programme on Human Rights Education. The Office for the High Commission for Human Rights (OHCHR) provides the Secretariat and UN "Delivering as ONE" is the motto.





in partnership with other civil society organizations, and national and international institutions involved in combating child labour. This can include participation in initiatives such as the Global March Against Child Labour, the World Day Against Child Labour and of course key programmes such as the ILO's International Programme on the Elimination of Child Labour (IPEC).

Teacher organisations worldwide press governments to introduce policy initiatives to encourage families to send their children to school rather than work. Cost should not be a barrier to school attendance. The achievement of universal primary education is crucial to the elimination of child labour, through policies to provide free, compulsory and accessible public education. Lobbying for policy initiatives such as the provision of free school meals, books, and stationery helps attract and retain pupils from low income families.



Children are more likely to go to school if the education offered is relevant and learning occurs. At the national level, action to impact policies on both access to and quality of education must be strengthened. The provision of quality education and human rights-based education must be ensured, as this plays a key role in attracting and retaining students in school, thus contributing to wider efforts on poverty reduction, which in turn helps to prevent child labour. Teachers are also key players in efforts to re-integrate children into school and reduce dropout rates through monitoring and contact with parents.

Teacher organisations also advocate for the reinforcement of teacher's skills and adapting teaching strategies to the context and needs of learners. Both prior and ongoing training for teachers are essential. At the same time investment is needed so that schools can offer a more attractive and safer environment for children and proper conditions in which they can pursue their schooling, including services such as canteens, libraries and transport, clean water, sanitation and girls' only toilets.

A double or even triple jeopardy can be the barrier to girls' education: domestic work in the home in addition to labour in the field or factory, and cultural bias in favour of educating boys. The bias against sending girls to school must also be tackled through information and awareness-raising campaigns aimed at children, parents, community members as well as the general public and decision-makers. Teachers as community leaders are in a good position to make parents and children aware of the dangers of child labour, of the long term implications of missing out on education and of laws protecting children from exploitation. Teachers can also encourage parents with a low level of education to learn more themselves, for example by organizing literacy courses and book sharing.

Again, teacher attitudes, a healthy, safe and friendly school environment, safe passage to and from school, relevant curricular and access to schools, especially in rural areas are paramount to combat child labour and get children into school, especially for girls. More information on action taken by teachers to tackle child labour is available on the Education International website: [www.ei-ie.org/childlabour/en](http://www.ei-ie.org/childlabour/en)

## AWARENESS MAKES A REAL DIFFERENCE!



The first step towards eliminating child labour is awareness, awareness about the number of children who are denied the right to go to school, awareness about the extreme dangerous situations they are exposed to day after day, awareness about the fact that child labour can be abolished. A global movement against child labour is growing around the world, one step after another. If there is will, then action will follow. Political will, active commitment, and strategic action by governments, employers, and workers in concert will make a difference.

Children, youth and teachers are increasingly viewed as active partners in the fight against child exploitation. Who better to ad-



## ACTIVITY 1: UNDERSTANDING CHILD LABOUR

vocate for the rights of children than children and youth themselves? Thousands, if not millions, of young people around the world have been actively engaged in denouncing the exploitation of children and in mobilising their communities and countries to take action against it. *SCREAM – Supporting Children’s Rights through Education, the Arts and the Media* ([www.ilo.org/scream](http://www.ilo.org/scream)) – is the initiative of the ILO’s International Programme on the Elimination of Child Labour (IPEC) that allows children to give a voice to the millions of voiceless exploited children who cannot defend themselves. More information on how young people can get involved is available on the “Youth in Action” section of the IPEC website: [www.ilo.org/ipec/Campaignandadvocacy/Youthinaction/lang--en](http://www.ilo.org/ipec/Campaignandadvocacy/Youthinaction/lang--en). Community events, media exposure and awareness building initiatives make the problem more visible and ultimately result in precious social, economic and political pressure.

The aim of this activity is to understand the complexity of the issue of child labour, in particular its worst forms and to encourage discussion about possible solutions from different perspectives by simulating roles of governments, workers’ and employers’ organizations. This activity is suitable for children above the age of 14, however, suggestions are included in the second part on how to adapt the activity for younger children. We encourage the use of these activities in formal and non-formal education settings, such as within Scout groups<sup>2</sup> and other community-based groups. These activities will be undertaken by teachers in classrooms or by youth group leaders and other motivated educators or even at home. The activity is adapted from the *SCREAM Module on the “World of Work”* and useful background information can be found in this Module, which can be downloaded from the above-mentioned website.



The World Day Against Child Labour 2010 marks 10 years since the coming into force of the ILO’s Convention on the Worst

Forms of Child Labour (Convention No. 182). While scaling up endeavours to tackle all forms of child labour, on this World Day we call for renewed and greater efforts to achieve the goal of ending the worst forms of child labour by 2016. We can all play a role in promoting greater awareness and ensuring that there is adequate political and popular commitment to make child labour a thing of the past. The school is the best place to start. *Let’s go for the goal... end child labour!*

Use the activities below to learn more about child labour and how you can take action! *If there is anyone in your local or national community who spearheads awareness building initiatives, consider involving them in the activities.*

### STEP 1

Begin the activity by sharing images of child labour. If you can, find images which relate to the types of child labour prevalent in your country/area. If you have access to the Internet, you will find many photos on the ILO Photo Gallery - [www.ilo.org/global/About\\_the\\_ILO/Media\\_and\\_public\\_information/photo](http://www.ilo.org/global/About_the_ILO/Media_and_public_information/photo). Alternatively, use the children’s drawings included on the back cover of the brochure.



<sup>2</sup>The ILO and the World Organization of the Scout Movement (WOSM) share a common commitment to pursuing social justice and peace, empowering young people through human rights based educational programmes and promoting the social dimension of globalization. Within the framework of the 12 to 12 Partnership Initiative the Scouts developed special programmes to fight child labour. More information available at: [www.scout.org/en/about\\_scouting/partners/united\\_nations/ilo](http://www.scout.org/en/about_scouting/partners/united_nations/ilo)





Write the following key questions on the blackboard/flipchart:

- What do you understand by the term “child labour”?
- What do you understand by the term “worst forms of child labour”?
- Why does child labour exist?
- How does child labour harm children?
- Who is responsible for the situation of these unprotected children?

Ask the group to take a few minutes to reflect on the images, keeping in mind the questions above. Next, encourage them to share



their thoughts and stimulate a discussion. Be sure that the group understand that child labour is children’s work which is of such a nature or intensity that it is detrimental to their schooling and/or harmful to their health and development. The concern is with children who are denied their childhood and a future, who work at too young an age, who work long hours under conditions harmful to their health and to their physical and mental development, who are separated from their families, or who are deprived of education. Such child labour can create irreversible damage to the child and is in violation of international law and usually, national legislation. There are certain types of child labour that are considered particularly hazardous, detrimental to children and/or morally wrong. These “worst forms” of child labour are the subject of ILO Convention No. 182 and countries that ratify this Convention must take immediate and effective measures to prohibit and eliminate all worst forms of child labour for all children under the age of 18. For more “youth friendly” information on the worst forms of child labour, including a youth friendly version of ILO Convention No. 182, refer to the IPEC “Youth in Action” web page mentioned above. For more general information on child labour and its causes and consequences, refer to the SCREAM “Basic Information” Module and the Statistics Update. Remember to share statistics and information on the extent and nature of child labour in your country or in the country/region being studied.

## STEP 2

Once the group have a good understanding of child labour and its causes and consequences, move on to the main part of the activity. Explain that they will be simulating a discussion on child labour between representatives of governments, trade unions and employers. The aim is for the group to understand what the different actors can do to ensure the respect of international and national laws and the elimination child labour and how they can effectively put pressure on them to take action.

Start by giving the group some information on the International Labour Organization - in particular, when it was created and why. The ILO was created to ensure humane working conditions and to combat injustice, hardship and poverty. The adoption of international labour legislation setting minimum standards of basic labour rights is one of the main ways to achieve it. If you have access to the Internet, the following webpage is a good source of information: [www.ilo.org/global/About\\_the\\_ILO/Origins\\_and\\_history](http://www.ilo.org/global/About_the_ILO/Origins_and_history)



Go on to explain the meaning of “tripartism” and “social dialogue.” The ILO is unique within the UN system as it has a tripartite structure which integrates member governments, employers’ and workers’ organizations. Tripartism refers at the global level to the special relationship between governments, trade unions and employers (the social partners), where each has a role to play in contributing to the setting of work-place standards and the protection of workers’ rights worldwide. The ILO encourages tripartism at the national level within its 182 Member States as well, by promoting “social dialogue.” “Social dialogue” is the term given to discussions and negotiations between governments, trade unions and employers. It is called a “dialogue” as it is an exchange of views between the different interest groups as they try to establish a consensus on a particular situation, matter or issue of an economic or social nature such as minimum wages, job security and social protection. “Social” indicates the involvement of the social partners, but also implies that the dialogue is supposed to be in the best interests of society as well.





*“Serious work in social legislation begins always with the protection of children”*

*Albert Thomas, First Director-General of the ILO, 1919*



All children have the right to an education. If child labour exists in your country, the role of governments, employers and trade unions is to work together to prevent child labour, to remove children from the workplace and take care of their rehabilitation, education and well-being, including that of their families. If child labour is not prevalent in your country (it does exist in some form or other in most countries around the world), it should still be an issue which demands the attention of governments (Ministries of Labour, Education, Social Affairs, Health, Finance and others), workers and employers and their support in the global campaign to eliminate child labour.

Divide the group into three sub-groups - assign one to represent governments, the second employers, and the third group workers. You can further breakdown the groups by, for example, dividing the government group into different ministries, for employers and trade unions they can choose different business sectors that they represent for example, agriculture, textile, garment, leather, mining industry, public services, etc. Workers in the informal economy normally do not benefit from social protection; where they are organized, they may be members of existing trade unions or may establish their own organization - for example informal workers' union. We suggest having one more group representing them in the group discussion (see: [http://www.ilo.org/wcmsp5/groups/public/---ed\\_protect/---protrav/---safework/documents/publication/wcms\\_110324.pdf](http://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---safework/documents/publication/wcms_110324.pdf)). Explain that the objective is to help the groups to focus on the perspective of each of the partners by acting out their roles.

State the questions for the discussion :

**“All children have the right to an education. How can the prevention and elimination of child labour and the respect of this basic human right be ensured?”**

**“What needs to be done to achieve the goal of eliminating the worst forms of child labour by 2016?”**

Each sub-group should discuss between themselves the recommendations that they would propose, from the perspective of the partner that they represent. Stimulate the discussion by writing a few key headings on the blackboard/flipchart, such as those suggested below :

- Awareness-raising
- Legislation and enforcement
- Education
- Social protection & health
- Social responsibility
- Decent work for parents
- Making workplaces child labour free

Encourage the groups to develop recommendations under these headings and others that they should come up with in their groups. Each group should appoint a rapporteur to note down the recommendations and a spokesperson to represent the group in the final discussion.



Start the discussion with the opening statements from each group. The statements do not have to be long and detailed but should highlight the position of the particular tripartite partner on this issue. Encourage discussion to follow. A member of the group should play the role of chair of the discussion. Encourage everyone to comment on what is said and the positions that are taken. This discussion will help young people to understand that different groups will take different positions on an issue because of who they are and what they represent.





Conclude with a discussion on the vital role of education in combating child labour. The children should understand that education for all is not a reality everywhere and that education is part of the solution to child labour. A child who is in school

full time is more likely not to engage in child labour. Children who receive an education of quality are more likely to be able to lift themselves out of poverty and, as adults, they are more likely to send their own children to school. When education is of low quality or difficult to access, children are more likely to drop out of school and engage in child labour.

Bring the discussions to a close and ask the overall group to vote on the different recommendations proposed. The majority will carry the motion and it will become a “decision.” As follow-up to this activity ask the group to write up a report of the discussion and send it to ILO/IPEC. Encourage them to display the report somewhere prominent. They could also write an article for their newsletter to generate further interest in the school or community.

## SUGGESTION FOR ADAPTATION OF ACTIVITY 1 FOR YOUNGER CHILDREN

*The aim of this activity is to build and expand a profile of a child labourer as well as to heighten emotional awareness of what child labour is (refer to the SCREAM “Image” Module for further guidance).*

Begin the activity as suggested above (Step 1), with a discussion on child labour and its causes and consequences based on images. Next, use the stories to follow up with a discussion on the worst forms of child labour. If necessary, find other stories which relate to the types of child labour prevalent in your country/area. Some additional stories can be found on the *12 to 12 Community Portal on child labour* – [www.12to12.org](http://www.12to12.org) – search by keyword “stories.” Ask the group to take a few minutes to read the stories and then stimulate a discussion using questions, such as those suggested below:

- Where is the child working?
- What tasks does the child do?
- How does this affect the child’s health & development?
- Does the child go to school?
- Does the child have parents or family?
- Is the child protected?
- What sort of things could/should happen that could change the lives of the child labourers portrayed in the images and stories?
- Are there things that adults or children could do which might change the child’s life?



*“My name is ‘Fernando’, I am 13 years old and I study in the fifth grade of the Presbyterian School Norberto “Marroquin”. Before I worked in the sugarcane plantation de Don Jesus. I used to go to the plantation to work very early everyday. One day I hurt myself with a big knife and I bled a lot. The next day they fixed my finger and I didn’t go to work because when I worked my hand hurt a lot. After many days I felt better and I came back to work.*

*I live with my aunt because my mom left me with my grandmother who died last year. I know my father but he doesn’t help us with anything. When the project from ILO started, people came to my home and asked my granny to let me go to school, because I missed school too much. Now I help with chores around the house and I go to school everyday. I like it very much because I get help to do my studying. I want to be a great student to be able to help my family when I grow up. I want to be a policeman.”*

*EI Salvador, IPEC 2009*





As in Step 2 of the activity above, it is important to encourage discussion on the vital role of education in combating child labour.



After the discussion, encourage the children to write a letter or a poem to the unknown child in the image/story that can be sent to

IPEC and published on *the 12 to 12 Community Portal on child labour*. By sharing information on their initiative, children will encourage others to do the same and the worldwide movement against child labour will become stronger.

The pinwheel is the symbol of the World Day Against Child Labour. If you have access to the Internet, you will find information on the “Pass it on! pinwheel campaign at: [www.ilo.org/ipecc/Campaignandadvocacy/Youthinaction/Pinwheel](http://www.ilo.org/ipecc/Campaignandadvocacy/Youthinaction/Pinwheel)

*“My name is ‘Aida’, I am 10 years old, I live with my uncle in Zinguima. Like all other children of my age I helped the gold-washers to crush stones. To hand in a box of this dust is worth 175 francs and I crushed 9 to 10 boxes per day. I earned a lot of money that I gave each day to my mother. But one year later I had respiratory problems and they took me to hospital. After the medical examination the nurse said that my illness was due to the dust and all of my money was used to buy medicine. I no longer wanted to go to the sites because after all of this suffering I had nothing left. However thanks to God the ILO gave a school to the village and I found myself with my friends to learn to read and write. Thanks to the ILO we have clothes which the other schools don’t, bags, shoes, food to eat and even all sorts of medicines, so we no longer go to the hospital to pay to be taken care of.”*

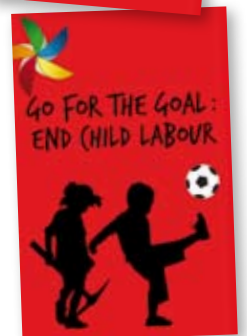
*Burkina Faso, IPEC 2009*

Conclude with a fun “make your own pinwheel” activity! The kit is available on the above-mentioned website.

## ACTIVITY 2: GO FOR THE GOAL AND SHOW THE RED CARD TO (CHILD LABOUR)!

*The 2010 World Day coincides with the football World Cup in South Africa. Spread the message against child labour in your community by joining the “Red Card to Child Labour” campaign!*

In several sporting disciplines, but especially in football, the Red Card sanctions faults which are liable to exclusion from the field. In 2002, the ILO’s International Programme on the Elimination of Child Labour (IPEC) decided to use the symbol of the Red Card to raise awareness in preventing, challenging and eliminating child labour through advocacy campaigns. While encouraging wide participation of all sectors of society, governments, employers and trade union organizations were invited to play an active role. “Red Card” takes place during football competitions to inform the public on child labour issues with the aim of fostering the emergence of a world movement in favour of its elimination. The sporting events represent the community’s commitment to symbolically showing child labour a “Red Card” - deeming child labour unacceptable. Popular football players, presidents, prime ministers and ministers have added their voice to the campaign.







Football is the world's most popular sport. It galvanizes people throughout the world. For young people in particular, it offers excitement and inspiration. Sports promote values such as team spirit, youth empowerment, solidarity among countries, respect and non-discrimination regarding religion, gender and race. Moreover, sports constitute a powerful means of social integration, especially for youth. Communities can come together for a sporting event in which children and youth are active protagonists for a positive cause.

Seize the momentum generated by this year's World Cup and organise special friendly football matches and tournaments to raise awareness on child labour during the month of June. It might be through your school, youth or community group or perhaps through your local football organization. Give the "Red Card to Child Labour" and stimulate awareness through direct contact with the general public and media.

Talk to the children about the issues of fair-play and inclusion and what these mean, not only in the context of football but also in the context of society. Talk about the issue of children's rights and what this means in terms of having access to an education and a childhood with care and protection. Call their attention to the multitude of children who are exploited in industry and manufacturing, including for the production of sports goods. If there are signs of discrimination in the local environment and also between some of the children, then this would be a good opportunity to show the real meaning behind the philosophy

of the Red Card campaign, to help children to understand and find solutions to these issues, ensuring that all children are respected and treated equally. The efforts of the children can then be promoted within the community and they can be empowered as agents of social change to foster social justice at the grass-roots level.



**Together with your group, consider the following suggestions:**

- Contact local, regional and national football clubs and federations to ask for their assistance and support in organising football matches. These bodies may be in a position to facilitate the involvement of local and national football players who can reinforce the message of Red Card and act as role models for children
- Contact and mobilise local and national businesses and others in the private sector who may be willing to support football activities. It is vital that the private sector plays its part in assuming its social responsibilities. Child labour has been detected in many industries, including the production of sporting goods such as footballs and T-shirts. Encourage the group to find out about local businesses involved in the production of sporting and other goods and to ask them what measures they take to ensure that the goods they produce are child labour free.
- Contact the local media. Encourage the group to prepare a press release and information to give to the media as it is important to promote the football matches and spread their message as widely as possible
- Why not invite someone extra special to be the referee or someone who can comment the match over loudspeakers? This could be a local celebrity or well-known person.
- At the tournament, make an announcement denouncing child labour and letting everyone - children and adults alike





- know that their awareness and participation efforts truly do make a global difference.

- You could make posters and put them up around the school and community.
- If you have the resources, why not print messages on T-shirts for team members to wear?
- To encourage them to take the lead in spreading the appeal through sport, all teams could be recognised as Red Card players by awarding them with a trophy or medal supported by the local community, business or schools.
- We want to hear about what you have done! Share your actions with others by uploading photos, videos, press clippings, etc. on *the 12 to 12 Community Portal on child labour* - [www.12to12.org](http://www.12to12.org) and sending the information to IPEC.



More information on the role of workers' and employers organizations in combating child labour available at:

- <http://www.ilo.org/public/english/dialogue/actemp/index.htm>
- <http://www.ilo.org/actrav/lang--en/index.htm>
- <http://www.ioe-emp.org/en/policy-areas/child-labour/index.html>
- [http://www.ituc-csi.org/IMG/pdf/guide\\_CL\\_EN\\_Final.pdf](http://www.ituc-csi.org/IMG/pdf/guide_CL_EN_Final.pdf)
- <http://www.global-unions.org>
- <http://www.unglobalcompact.org/>



### FOR ANY FURTHER INFORMATION, PLEASE CONTACT:

#### IPEC

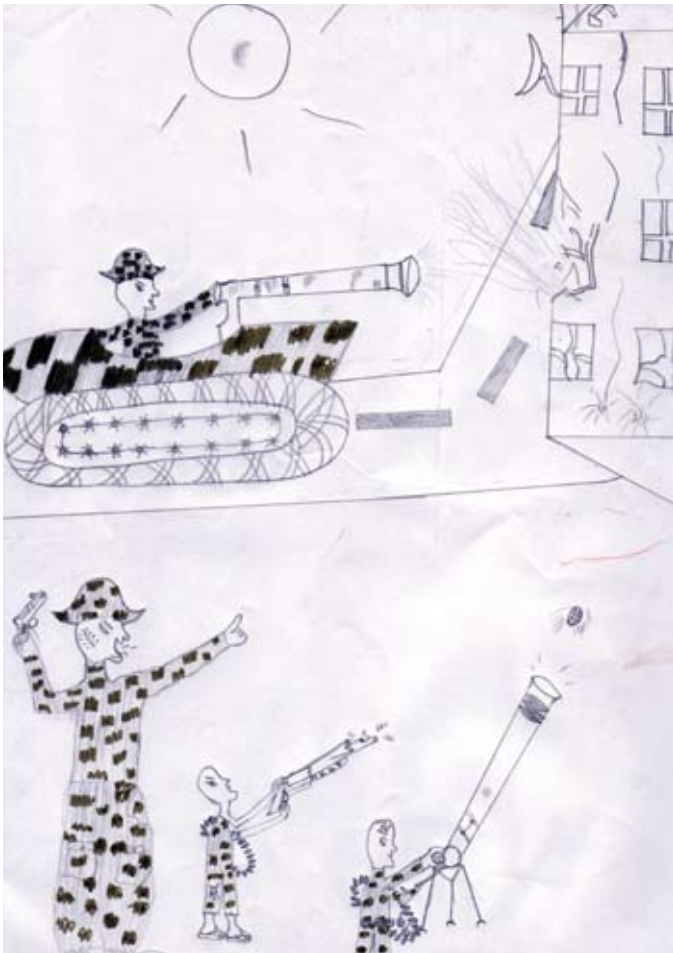
International Labour Office  
 4 Route des Morillons, CH-1211 Geneva 22, Switzerland.  
 E-mail: [ipec@ilo.org](mailto:ipec@ilo.org)  
 and/or

#### Education International

5 Bd du Roi Albert II  
 B-1210 Brussels, Belgium.  
 E-mail : [headoffice@ei-ie.org](mailto:headoffice@ei-ie.org)

*Please also send us details of your activities and let us know if you and your group would agree to us sharing the information on our websites.*





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Ilona, 14 © GenevaWorld Association



Rasah, 11 © GenevaWorld Association



Sara, 15 © GenevaWorld Association

