



EDUCATION INTERNATIONAL  
WITH THE SUPPORT OF THE INTERNATIONAL LABOUR ORGANISATION-  
INTERNATIONAL PROGRAMME ON THE ELIMINATION OF CHILD LABOUR (ILO-IPEC)



# TEACHERS AND EDUCATION UNIONS: **ENDING CHILD LABOUR**

A RESOURCE MANUAL  
FOR TEACHERS  
& EDUCATION UNIONS



June 2014

# Ending Child Labour

A resource  
manual for  
teachers and  
teacher unions

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## Foreword and acknowledgements

Child labour remains a human rights scourge more than a decade into the 21st century, affecting 168 million children worldwide by the best estimates. It denies millions of children their basic rights to education and childhood, permanently scarring their lives and their future as productive adults and citizens, those of their families, their communities and countries. It is a major contributor to human poverty and misery, undermining decent work for all.

Not all work performed by children is considered child labour. In many societies children routinely contribute towards household tasks or help their parents in vital agricultural or other work essential to a family's well-being, whilst continuing to attend school and enjoy the other benefits of childhood. However, the inappropriate and damaging work considered as child labour adversely affects children's health, personal development and education. In the 21st century, it should not be allowed to continue.

There is a solution: **education and training for every single child**, everywhere in the world, up to the minimum age for employment recognised in the labour standards of the International Labour Organisation (ILO). To reach that goal, not an impossible one, requires a strategy or plan to ensure universally accessible, quality education for all children, government resources for the most part, supplemented where necessary by those of partners, to build and operate safe schools, hire the necessary numbers of properly trained teachers and education workers, paying them what they deserve as high quality professionals and ensuring

the best possible teaching and learning environments. Above all, we need concerted national, local and individual will to end this human made disease.

**Teachers and education support personnel are at the heart of any successful strategy to guarantee the right to education for every child** and eliminate child labour: by their presence making sure that children have access to quality education every day; looking out for their welfare and for a child-centred education system in which parents value and child learners enjoy education enough to stay in school; identifying vulnerable children and those at risk of dropping out; meeting with parents, and community leaders to signal problem cases and insist on solutions before it is too late; working with government and non-governmental childhood services to prevent children from slipping into the child labour sinkhole, and helping those who do so to escape. Teachers and their unions are on the front lines of the struggle to eradicate the disease. That is the why of this manual.

To help reach the ultimate goal of every child in education rather than work, Education International (EI) and the International Labour Organisation-Programme on the Elimination of Child Labour (ILO-IPEC) have joined forces to prepare a learning Resource Manual for teachers and their unions engaged in the struggle against child labour. As the world's largest federation of education worker unions, EI promotes the principle of quality, publicly financed education which is universally accessible. Achieving this goal will go a long way to preventing more child labour and ending it once and for

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all. The manual is designed to guide unions, teachers and other education workers on these two inter-related goals.

A first draft of this manual was prepared by the Uganda National Teachers' Union (UNATU). EI would like to thank UNATU for having developed the present manual for teachers and education unions, in cooperation with the Uganda Ministry of Education and Sports, the Ministry of Gender, Labour and Social Development, national teacher education and teacher training institutions, the ILO country office in Uganda, sister trade unions, civil society organisations dealing with child labour and education and other individuals with the relevant expertise. The resulting manual was the product of considerable teamwork, and the contributions of all who participated are highly appreciated – they reflect the realities, knowledge and experience of such country-wide alliances crucial to the overall goal of ending child labour everywhere.

The development of the Resource Manual has been guided by years of EI and its member unions' concern and efforts to eliminate child labour, expressed in the EI Resolution at its 6th World Congress in 2011. The **'Resolution on Child Labour'**, which welcomes the work against child labour already being done by many EI affiliates, also spells out:

- the crucial role of education unions through their members in relations with schools, pupils, parents and their communities on education and child labour, with teachers and other education workers being important advocates for children and their rights, as well as crucial partners for quality education;
- the need for EI to work continuously and pro-actively for the eradication of child labour and the provision of quality education, encouraging, supporting and helping to coordinate the active participation of all affiliates towards these goals;

- the important role EI can play in providing tools for action and disseminating materials and good practices on child labour among unions and their members.

With the ambitious aim of preventing more child labour, withdrawing children from work not authorised by international standards and providing all children with effective, quality education, the Resolution sets out 7 strategic areas for EI focus and 13 steps that EI member organisations can take to reach these basic goals. This Resource Manual is one of those steps.

The Manual is designed as a resource for use by teachers, education support personnel and their unions throughout the world. The EI and the authors recognise that in order to be useful and usable for a wide variety of users in different countries and contexts, it will need to be adapted to fit different national and regional realities and to meet the needs of various groups and populations. Users are invited to use those parts of the Manual they find most relevant or to adapt it to suit their own needs and purposes, for example by making the examples more relevant to their own situation or by replacing the case studies with others closer to home.

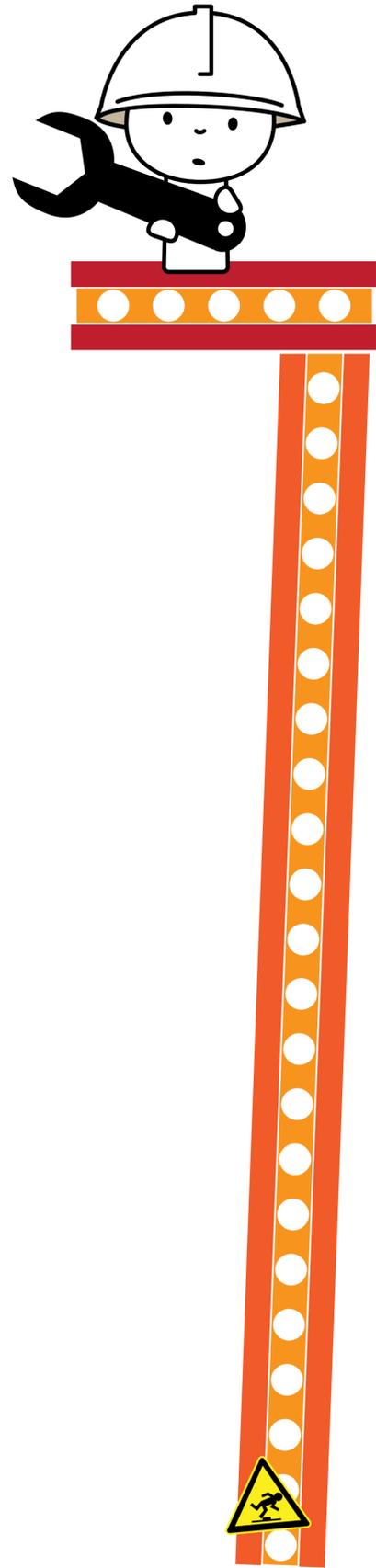
EI would also like to thank international education consultants Bill Ratteree, formerly of the ILO, and Simone Doctors, independent consultant with wide experience in Africa and other regions, for their additional contributions to the Manual.

The pre-final version of this Resource Manual was discussed, revised and agreed upon at an international meeting of EI member unions held in Brasilia on 7 October 2013. Education union representatives from EI affiliates of all regions brought their collective experiences, and those of the 30 million teachers who belong to unions in more than 170 countries, to enrich this Manual.

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As with any education work worthy of the name, the Manual is a collective, team effort with one goal in mind: helping teachers and their unions recognise and fight child labour by promoting quality education for all. The Manual is for and by teachers; it is a small but potentially vital gift to those they serve: our children.

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## Executive summary

The Resource Manual was developed as one of the tools to enhance the response of education unions in tackling child labour. The Manual acknowledges the continued scourge of child labour, the failure to achieve quality education for all as one of the most important contributing factors and the important roles that unions and teachers can play in helping to resolve these issues. It is designed as a tool that can be used by teachers, support personnel, education workers and their unions according to their responsibilities.

The Manual is the product of on-going cooperation between Education International (EI) and the International Labour Organization's International Programme on the Elimination of Child Labour (ILO-IPEC). It has been developed through a collaborative process between the education union and other key actors/stakeholders in Uganda, by international education consultants and by an EI review process that includes a validation workshop of EI affiliated union representatives from all regions.

The Manual starts with a general **Introduction** on child labour which outlines some definitions, principal causes, those most vulnerable to child labour and international standards and resources that can be used at national level in developing responses on education for all and on child labour. The Introduction is followed by three Modules.

**Module 1** is directed at teacher and education unions. It describes the historical reasons for union involvement on these issues and why tackling them is important

for education, teachers' conditions, the development of children and adolescents, decent work for adults and overall national development. It sets out reasons why teacher unions are well placed to contribute to the elimination of child labour through education for all and provides some examples of union practice to underpin the arguments. A third and principal section offers guidance on union actions that can and should be undertaken in the domains of: internal union awareness-raising, policy and capacity-building; research and documentation; external awareness-raising, advocacy and lobbying; and collective bargaining and other forms of social dialogue.

**Module 2** reviews important concepts that should be used in supporting the construction of teacher development programmes (initial and especially in-service teacher education) or updating programmes run by education organisations, on the twin issues. The Module explains how applying these concepts, principally to the training of teachers, can help provide a framework defining the roles and responsibilities of teachers with regard to child labour issues and guide teachers on appropriate actions that can be used at the classroom or school level in response to it. Eight sections focus on: how to create appropriate learning environments encouraging children to stay in and complete school; monitoring and taking follow-up actions on at-risk children and young people; learners' attendance and progress; educating, guiding and counselling learners on child labour; providing skills that enable children and young people to choose education and resist pressures to choose

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child labour; communication skills with parents, the school community and relevant structures; and a brief summary on training and partnerships.

**Module 3** is directed to teachers, providing guidance on ways in which they can help learners better understand and act on child labour through a range of activities suitable and adaptable for children of different ages. Activities are listed in the realms of: reading and writing; role-playing, debating and drama; music and the arts; and advocacy.

The Modules include introductions that explain for whom the module is principally intended and its objectives, then provides information that may take the form of guidance, recommendations or ideas on actions that have been or can be taken to realise the objectives. Case studies or descriptions, examples of union good practices, tables and graphs are used to illustrate text information. Exercises/activities and reflective questions or checklists are used to encourage further thinking and action. Some resource materials are listed at the end of the Manual, including useful websites for online consultation.

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## INTRODUCTION

### Understanding child labour: some background and definitions

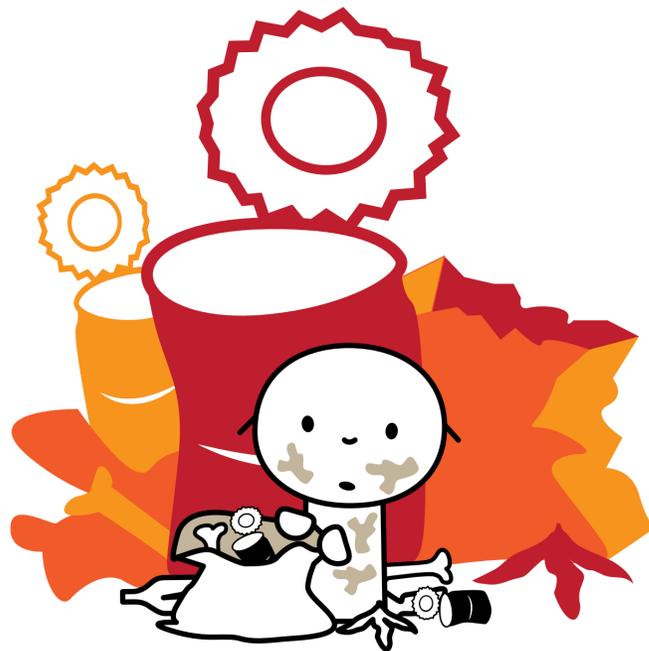
This introductory section provides some definitions and explains child labour concepts in four parts with some information, tools and exercises to help reflection and further discussion:

- **Definition of child labour**
- **Causes of child labour**
- **Vulnerable children and adolescents**
- **International Conventions and Standards on children's rights to education and protection at work**

#### 1. Definition of child labour

The ILO defines child labour as work that deprives children and adolescents of their childhood, their education or training, their potential and their dignity and that is harmful to physical and mental development.

The minimum age for employment is set at 15 years old or the age of completion of compulsory schooling, or at 14 years old in countries whose economy and educational facilities are insufficiently developed. The minimum age for employment or work which is likely to jeopardise the health, safety or morals of young people is set at 18 years old unless special measures are taken to protect young people in such work, in which case the minimum age is 16 years old.



#### *What is not considered child labour?*

Not all work performed by a child is considered child labour. In many cases, children's or adolescent's participation in work can be considered positive for their development if it does not affect their health and personal development or interfere with their schooling. In most cultures, children take on appropriate responsibilities such as helping their parents or wider family and the community outside school time, activities that contribute to family and community welfare. Children or adolescents may also assist in a family business or earn small amounts of money outside school hours and during school holidays without such work being considered as child labour. These kinds of activities may provide children and adolescents with skills and experience, and help them to prepare for adult lives as productive members of society.

In many developing countries children's contributions towards household tasks and resources are crucial to household functioning and nutrition: playing their part in the work of the household is an important role for children, a source of identity, self-worth and dignity. In certain countries with high rates of HIV and AIDS, many children are themselves heads of households and are obliged to work to feed themselves and their siblings, in addition to going to school. Children who perform some work must also be able to attend school regularly and on time and participate fully in school life, do homework and prepare for lessons. Any work performed by children should be appropriate, limited in quantity and should not have adverse effects on their health and

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wellbeing as defined in international standards and many countries' laws (see section on "What is meant by child labour", below).

## *What is meant by child labour?*

Child labour that should not be allowed refers to work that:

- Is mentally, physically, socially or morally dangerous and harmful to children, for instance:
  - debt bondage and serfdom, forced or compulsory labour;
  - child prostitution or their engagement in pornographic production or performances;
  - use of children for illicit activities, in particular drug production and trafficking;
  - hazardous work underground, under water, at dangerous heights or in confined spaces;
  - work with dangerous machinery, equipment and tools, manual handling or transport of heavy loads;
  - exposing children or adolescents to hazardous substances, agents or processes such as pesticides in agriculture and dangerous chemicals in industry or services;
  - excessive work in domestic labour outside the family, including: long hours of work that deny children rest, education and training, leisure activities and family contact; night work; excessively demanding physical or psychological work; or any form of abuse, harassment and violence;

- Interferes with their schooling by: depriving them of the opportunity to attend school, obliging them to leave school prematurely or requiring them to combine school attendance with excessively long and heavy work. Children and young people need time to do homework, prepare for exams and also get sufficient rest in order to benefit from school in the best possible conditions; long hours and very heavy work simply do not permit this.

If they work in any of these kinds of jobs and/or are denied education because of their work, children are engaged in child labour – whether paid or unpaid, in the formal or informal economy, for a few hours or full time, casual or regular, legal or illegal.

## *Points for reflection:*

- *Do you know the minimum age for employment in your country/community? Is there a distinction made in laws or practices for hazardous jobs?*
- *What kinds of work would be considered harmful to the mental or physical development of children or adolescents in your country or community?*
- *What is your own experience? Have you or has anyone you know been involved in or exposed to child labour, when you were a child or more recently?*
- *What kinds of work would not be considered child labour that should be prevented? In other words what kind of work by children is necessary or desirable for families, community welfare or learning to become an adult, and does not prevent children's education?*
- *Do you know where to go to get information or resources on these questions?*



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## 2. What causes child labour?

Contributing factors to child labour are multiple, many beyond any control of educators and their unions, but they should be aware of and where possible act on these causes within education unions, with other trade unions and with political allies as part of efforts to end child labour. It is not the responsibility of teachers and their unions to end child labour single-handed but they nonetheless have a crucial role to play, starting with a clear understanding of what causes child labour.

The most important factor in child labour is **poverty** strongly linked to **lack of education**. Income and poverty are important determinants of child labour, but they are not the only reasons children are sent into inappropriate work; child labour is not only a problem in the world's poorest countries, but occurs in both low-middle and upper-income countries. This signifies that efforts by national governments and their partners to combat poverty and promote greater economic equality amongst their populations need to be combined with legislation, improvements in work and employment conditions and practices, investment in education systems and public information messages about the importance of ending child labour.

Governments, along with their national and international partners have the responsibility to define and implement policies to combat child labour, whilst resisting national and international pressure to implement policies likely to increase poverty, often motivated by a neo-liberal agenda.

Poverty interacts with many factors, such as discrimination against certain religions, ethnic groups or against girls and women, traditional practices such as early marriage and pregnancy, or cultural mentalities which underestimate the value of education, in

putting children at risk of child labour. Notwithstanding these interactions, it is important to be aware that poverty increases the vulnerability of children to child labour. Too often children do not attend or leave school because their families or guardians are too poor to keep them in school or training, or children and adolescents are orphans without income, and so face the choice between work or starvation. Food insecurity or the need for poor families to ensure agricultural or household chores often encourage child labour, especially in large families. Economic shocks like the recessions caused by financial and debt crises and the loss of adult jobs and incomes create income vulnerability for families in the absence of social protection systems. Disease also creates conditions for child labour – large numbers of orphans have been created by HIV and AIDS.

Unions, teachers and school principals or directors need to be especially aware of sudden changes in incomes for families or communities caused by economic crises or shocks such as droughts, bad harvests or natural disasters, or the loss of parents or guardians – these changes can quickly increase poverty, insecurity and vulnerability to child labour, leading directly to children and young people working when they should be in school.

The link between poverty and child labour should not be used to justify child labour, which is both a contributor to and a consequence of the lack of decent work for adults and inadequate protection of all workers, including:

- employers paying low adult wages, below subsistence level or based on piece-rate systems that prevent parents from providing adequately for their families without child labour income;
- unscrupulous employers or enterprises that deliberately recruit child labourers because they



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can be paid less;

- lack of enforcement of minimum age and other employment laws/regulations by government agencies, and poor labour inspection systems, especially in the informal economy, small enterprises or rural areas; and
- absence of trade unions to negotiate decent work conditions.

Most importantly for education worker unions and teachers, the lack of **free, public quality education** systems from early childhood and for every child goes hand in hand with poverty. Child labour is much more likely where:

- The **right to education** is not guaranteed by law, especially compulsory education to either 14 or 15 years old, or the laws are not enforced, especially those requiring children to attend school or training;
- **Education costs**, whether direct or indirect – school fees, uniforms, books and materials, transport, meals – are so high that they discourage, even prohibit poor families from sending children to school or keeping them there;
  - **Schools or training sites** are too far from villages or rural settlements, in particular from indigenous or peasant communities, and there is no transport for young people to attend other than long, sometimes dangerous walks;
  - **Teachers:** there is a lack of well trained teachers, with salaries equal to similarly trained professionals in the area or country, that attract people to become teachers, keep them in the profession and motivate teachers to ensure proper instruction for every young person;

- **Teaching methods:** Curricular, language of instruction – “colonial” or dominant languages rather than indigenous or bilingual – and outdated teaching methods – rote instruction, rather than participatory learning – are not relevant to children and their families;
- **Learning environments:** Lack of decent teaching and learning environments – poor sanitation, especially for girls, overcrowded classes, few or no books or other learning aides – encourage children and young people to leave school and training prematurely.

**Education may also not be valued** by certain communities or groups, particularly in traditional societies which do not give importance to education, especially for girls. Girls are often a society’s cheap domestic labour source, called upon to look after younger children in the family in the absence of child-care systems rather than going to school.

**Discrimination** on the basis of race, ethnic or caste origin, gender (favouring boys over girls), language or other differences deny or discourage children and adolescents from education, leaving child labour as the alternative.

There are many **political reasons** for children and young people to engage in child labour, especially wars, armed conflicts within a country or civil unrest that disrupt the normal functioning of a society. Governments may choose not to invest in certain regions/districts/provinces, especially on education, or may choose military expenditures over education and social welfare, depriving children and young people of the right to education.

Understanding the many factors that can lead to child labour is an important first step in actions by education unions and teachers/workers to end the disease.



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Because it directly affects education worker interests and jobs, there is a strong interest in political, trade union and teacher/education worker action, especially in:

- promoting and defending education for all;
- identifying children and young people at risk of leaving education/training; and
- working with families, communities, child services, employers, civil society organisations and governments at all levels to make sure children and young people are in school or training, not in child labour.

## 3. Vulnerable children and adolescents

Based on the causes of child labour, some groups of children are at particular risk of exclusion from school or training. Children or young people from these groups need special monitoring and efforts to ensure they are able to get into school and do not drop out:

- Children in rural areas and poor urban areas, particularly where public services are poor;
- Minority populations, lower castes, indigenous and tribal peoples, pastoral communities or travelling populations such as Roma;
- Children affected by HIV and AIDs, and AIDS orphans;
- Children of migrant workers' families;
- Street children and those orphaned by natural disasters;
- Bonded child labourers or those recruited for commercial sexual exploitation;
- Child domestic workers, most of whom are girls;
- Children in conflict affected areas.

**The activity in Box 1** gives some ideas for beginning this process. Modules 1, 2 and 3 in this Manual suggest more detailed ways and means to take the necessary action.

### Box 1. Activity: Understanding child labour's causes

Within your union or within your school, **create a study group** to identify child labour causes, actual or potential, in your country or community as a basis for action

#### Points for reflection to guide discussions:

- *In your country or community, are there factors that could lead to children or adolescents engaging in child labour? If so, what are the most important and how could/should they be addressed?*
- *Does every child or young person in your community have equal access to a school or training centre? If not, can you list the main reasons why not? What can you do as a union or group of teachers to change things for the better?*
- *What other factors in your community prevent children from completing basic education or training? What can you as a union or teacher do to eliminate these factors so that all young people can go to school or training?*
- *Can you identify particularly vulnerable children in your school or community? How can you reduce the risk that they do not attend or drop out from school?*
- *How can a focus on child labour issues be included in school-level activities and discussions?*



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## 4. International conventions and other standards

International standards on the right to education and on child labour have been developed and agreed to by many countries to help protect children. These are mainly in the form of Conventions. Conventions are basically international laws and when a country commits itself to a Convention it is obliged to ensure that the national law and practice throughout the country meet the requirements of the Convention.

Teacher unions and their members have a role to closely monitor that actions in our various countries match the commitments made in relation to these conventions. Some resources to help monitoring are provided below in the toolkit box 2.

### *United Nations Convention on the Rights of the Child*

The Convention establishes the right of every child without discrimination of any kind to:

- Compulsory and free primary education and access to general or vocational secondary education; the Convention also requires countries to take measures to encourage regular attendance at schools and the reduction of drop-out;
- Be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with a child's education, or to be harmful to a child's health or physical, mental, spiritual, moral or social development; the Convention also requires that countries provide for a minimum age for employment, for the regulation of children's working hours and conditions of employment and for appropriate penalties or sanctions to ensure enforcement of these conditions.

All but two countries in the world have ratified this Convention (Somalia and the United States have signed but not ratified it). This means that unless you live in these countries, your country has agreed to apply these rights and is obliged to have laws and measures in place to ensure every child benefits.

### *ILO Conventions on child labour*

The ILO Convention No. 138 and Recommendation No. 146 on the Minimum Age for Admission to Employment (1973): state 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.

167 countries have ratified this Convention.

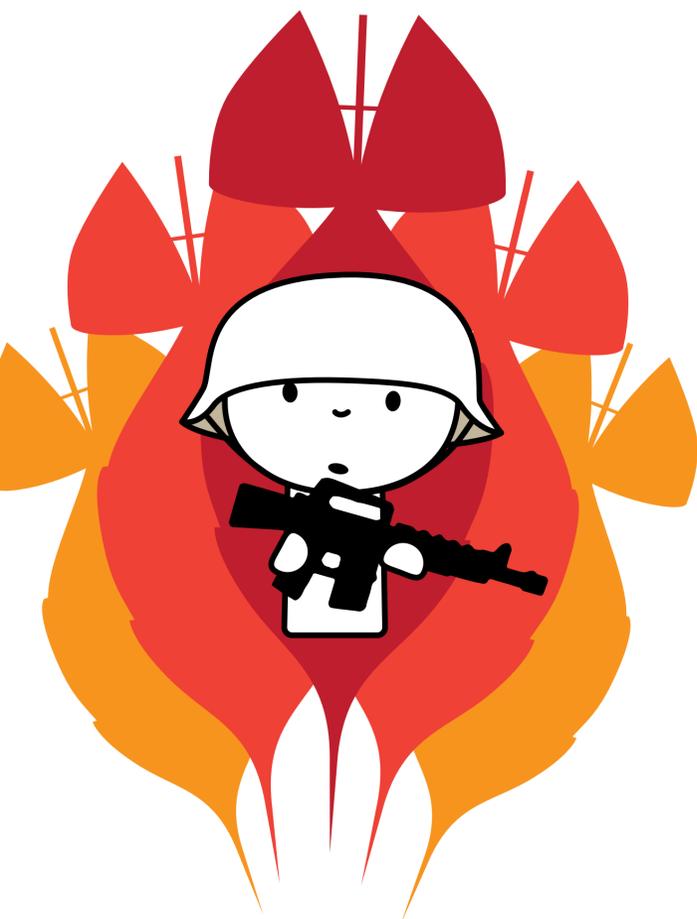
The ILO Convention No. 182 and Recommendation No. 190 on the Worst Forms of Child Labour:

- Defines the worst forms of child labour that should be prevented in each country and sets the minimum age for such work by a child at the age of 18;
- Calls for access to free basic education and wherever possible and appropriate, vocational training, as basic measures for all children removed from such labour; and
- Recommends identifying and reaching out to children at special risk and taking account of the special situation of girls.

179 countries have ratified this Convention.

The ILO Convention No. 189 and Recommendation No. 201 on Decent Work for Domestic Workers:

- Requires a minimum age for domestic workers consistent with Conventions 138 and 182;
- Calls for measures to ensure that work by domestic



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workers under the age of 18 and above the minimum age of employment does not deprive them of compulsory education, further education or vocational training.

13 countries have ratified this Convention adopted which came into international force in 2013.

### *Other standards on the right of children to education*

The right to free and compulsory education, at least at the primary or basic level, as a basic human right has been reinforced by commitments made by the majority of the world's countries through the United Nations Millennium Development Goals (MDGs), and the Education for All (EFA) movement led by the United Nations Education, Scientific and Cultural Organization (UNESCO). In the MDGs, the international community set a goal: ensuring that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Through the EFA, most countries have pledged the same: to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Access and quality in education also depend on sufficient numbers of qualified teachers and other education sector workers to staff schools and vocational training sites. There is a direct link between universal access to good and relevant education as an alternative to child labour and the status of teachers and other education workers, their training, remuneration and working conditions – in other words the teaching and learning conditions that help keep children in school and out of child labour work. The necessary conditions are set out in the international standards on teachers, especially the ILO/UNESCO Recommendation concerning the Status of Teachers,

1966 and the recommendations of the international experts group that monitors progress (or not) of this standard, the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART).

Your education union and through the union, Education International can be contacted about either national law and enforcement or international standards and enforcement of children's rights on education and employment:

**Box 2** provides some sources of information on international standards and their application from other international organisations.

### **Box 2. Information and monitoring resources on children's rights, standards, laws and practices from international organizations**

1. The Committee on the Rights of the Child (CRC) is a group of independent experts that monitors implementation of the **Convention on the Rights of the Child** by countries that have ratified the Convention. It may hear complaints that the obligations are not being respected, including in the near future, individual complaints. The Office of the United Nations High Commissioner for Human Rights (OHCHR) services the CRC and has country and regional offices around the world to contact for information and assistance. Contact the OHCHR:

**Office of the United Nations High Commissioner for Human Rights (OHCHR)**

Palais des Nations

CH-1211 Geneva 10, Switzerland

Telephone: +41 22 917 9220

Email: [InfoDesk@ohchr.org](mailto:InfoDesk@ohchr.org)

Website: <http://www.ohchr.org/EN/Pages/WelcomePage.aspx>

2. Application of ILO standards in member States are monitored annually by the independent **Committee of Experts on the Application of Conventions and Recommendations** and by

## Box 2.

the International Labour Conference's **Committee on the Application of Standards** in which EI and other trade unions have a direct voice. EI can assist national unions and teacher members to send relevant information on how child labour standards are being applied in your country and if need be to use other monitoring tools under the ILO procedures.

3. The **ILO's IPEC** runs programmes to help prevent child labour and remove children from such work. ILO-IPEC is a member of the The Global Task Force on Child Labour and Education for All (GTF), which also includes the international organizations UNESCO, UNICEF, UNDP, the World Bank, EI and the Global March Against Child Labour. Teachers and their organizations are privileged partners in IPEC work. For a list of IPEC offices closest to you, contact your union or IPEC directly:

**International Programme on the Elimination of Child Labour  
International Labour Office,**

4 route de Morillons, CH-1211 Geneva 22, Switzerland  
Tel: +41 22 799-8181; Fax: +41 22 799-8771  
Email: [ipec@ilo.org](mailto:ipec@ilo.org);  
Website: [www.ilo.org/ipec](http://www.ilo.org/ipec)

5. For information on how countries, including yours, are meeting their pledges to ensure children's rights to education, good resources are the annual **EFA Global Monitoring Report** published by UNESCO and the EFA partnership and the **Global Campaign for Education (GCE)**, of which EI and national teacher unions are key partners:

**EFA Global Monitoring Report** (available electronically):

Website: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/>

**Global Campaign for Education (GCE)**

25 Sturdee Avenue, Rosebank, Johannesburg 2132, South Africa  
Email: [info@campaignforeducation.org](mailto:info@campaignforeducation.org)  
Website: <http://www.campaignforeducation.org/en/>

6. For information on teachers and other education sector workers, especially the **Recommendations on teachers and the Joint ILO/UNESCO Committee of Experts (CEART)**

Sectoral Activities Department, ILO, Geneva, Switzerland

Email: [sector@ilo.org](mailto:sector@ilo.org)

Website: <http://www.ilo.org/global/industries-and-sectors/education/lang--en/index.htm>

## Points for reflection and checklist for action for use in union or teacher training programmes:

- *Do you know about international conventions on children's rights? Do you think they could be useful in promoting these rights in your country?*
- *Has your government ratified the international conventions that concern the rights of children in your country? If not, why not?*
- *If not, what actions or campaigns could be taken to get them ratified? List and analyse the strengths and weaknesses of advocacy or lobbying measures that could be taken to get the Conventions ratified.*
- *Does your country have laws to implement the Conventions it has ratified? If not, why not and what political lobbying or campaign could get a law passed? List those likely to succeed.*
- *What other actions or measures are being taken by national or local government and civil society organisations to ensure effective implementation of the commitments made on children's rights to education and protection from child labour? A list of current actions/measures could be a starting point to understand gaps that need to be filled by union action, discussed in more detail in Module 1.*
- *Based on the analysis, what can your union do in cooperation with other unions and institutions to make sure the international Conventions are ratified and the rights applied for all children in all parts of your country?*

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## MODULE 1: The role of education unions in putting an end to child labour and supporting Education for All

The target groups for this module are **union leaders and members**, focussing on the union's own membership. The module has three objectives. It is intended to:

1. Help education unions and their members to better understand the concept of child labour its consequences for:
  - a. education and workers' conditions;
  - b. the development of children and adolescents; and
  - c. the lack of decent work for adults and overall national development.
2. Demonstrate why education unions are well placed to contribute to the elimination of child labour through education for all
3. Guide unions on actions that can be undertaken in the response to child labour and universal access to good quality education and training.

### 1. Why should my union be concerned about child labour and education?

Historically, education and other unions have played a central role in campaigning for free, compulsory education of good quality and for an end to child labour, side by side with other trade unions. There is clear link between achieving universal access to education and the reduction of child labour – when children and

adolescents are principally in education or training they are not in child labour. Where there is no child labour, parents may have better opportunities for decent work and higher incomes, families are less a prisoner of poverty and children and young people have better chances of going to school. All children completing at least basic education means:

- A better educated community or nation able to contribute to economic and social development;
- Improvements in public health as a result of higher education levels;
- A better educated, less vulnerable workforce, with improved work and employment opportunities and higher incomes; and
- Basic literacy and numeracy for a more democratic society.

Putting an end to child labour through 100% access to free, compulsory, good quality public education is a "win-win" scenario for everyone, especially education workers and unions. When every child has a basic education, more young people will need secondary and higher education, and there will be more pressure on governments to find the resources to properly train and hire the teachers to make sure this happens. There will be a larger pool of educated young people to become teachers, helping to reduce one of the big factors behind teacher shortages in many countries. Families will see the greater value of education for their children's future, and lobby the government for the resources that make for better schools and classrooms.

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The issue is particularly important for girl children, who are often obliged to take on responsibilities for younger ones in places where education, early childhood education and day care are not available.

For all of these reasons, education unions have a vital interest and can ensure leadership in countries and communities by making child labour one of their principal advocacy and collective bargaining issues. It is also important to work with other trade union and education allies to reinforce the point that good quality education for all and zero child labour is fundamental to ensuring decent work for adult workers. To reach these objectives, it is vital that the union has a training or capacity-building programme for its membership so as to take ownership as part of the union agenda at all levels: national, regional, branch/district, sub branch and school level. More details are provided below in section 2. One union good practice example is presented in **Box 1.1**.

## 2. Leading the way: Demonstrating why education unions and members are well placed to contribute to the elimination of child labour

Education unions have a fundamental professional mandate to help ensure universal access to and completion of quality education for all children. It is part of their reason for existing, as international standards such as the ILO/UNESCO Recommendation on the Status of Teachers, 1966 and the EI Declaration on Professional Ethics underline. Responding to barriers that hinder the achievement of that goal and the causes of child labour is one of the most important tasks of an education union.

### Box 1.1. Union good practice: Expanding education investment and working against child labour in Brazil through political alliances

CNTE of Brazil has previously been heavily involved in political lobbying, allied with like-minded education action groups, to support innovative education funding programmes - Bolsa Escola/Bolsa Familia that provide income support to poor families who ensure their children attend school, the basic education and teaching improvement fund (FUNDEF), and its successor, FUNDEB. These special funding programmes provide resources to support education and improved teacher salaries and status in poorer regions of Latin America's largest country. The two funding programmes have been credited with improving numbers of working teachers, teacher preparation, and salaries, as well as enrolments in rural areas. Building on this success, CNTE was part of a broad political movement that led to the approval in 2012 by the National Congress of a target of 10% of GDP devoted to education within 10 years as part of the National Plan for Education (PNE). If the target is realized, Brazil would have the highest level of education funding in the world. Although far from being finally approved as renewed demonstrations by the education union in 2013 have underscored, the achievement came about through a strong national political lobbying effort using public demonstrations, social networks, media campaigns and by extensive contacts at all levels of society.

Sources: EI Website: "Brazil set to spend 10% of GDP on public education", 9 July 2012; ITUC/GUFs/ACTRAV Manual on Child Labour: "Interview with Juçara Vieira"; ILO-IPEC: World Report on Child Labour, 2013; OECD: "Brazil: Encouraging Lessons from a Large Federal System" in Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States, 2010; Ratteree, B: "Social dialogue in education: National good practices and trends", Background paper for discussion at the 11th Session of the CEART (Geneva, 2012, unpublished).

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Education unions also benefit from engaging in efforts to tackle child labour:

- The unions become more visible in schools as they offer precious support to their membership on an important education policy question, but one that is difficult to deal with as an individual faced with many competing job requirements and stresses;
- Unions may gain membership through such a response as they interact more closely with actual and potential members;
- At national, regional or local policy level, the unions may improve their position as a voice on serious issues that affect the nation and local communities by using social dialogue to go beyond the traditional engagement in salaries, pensions and labour conditions of members;
- Unions may build capacity in outreach, campaigning, lobby and advocacy to various political and other actors – politicians, town mayors/village chiefs, employers, Civil Society Organisations, faith-based and other leaders, which skills and political alliances can be used for other union issues.

A union good practice illustrating benefits of union engagement on education and child labour is presented in **Box 1.2**.

Leading the way also means that union leaders and members act as role models: union leaders and members should adopt and rigorously apply an ethical code or its equivalent on not using child labour themselves, for instance abstaining from use of child domestic workers and refraining from using products which are known to be produced through exploitation of children. If the union or its members

Sources: EI, *Teacher Unions at the Forefront of the Fight against Child Labour: Good Practice*, 2013; EI World Day Against Child Labour Website video; ITUC/GUFs/ACTRAV *Child Labour and Education For All Manual*

### Box 1.2. Union good practice: SNE-FDT in Morocco works to end school dropouts and child labour

The Moroccan education union SNE-FDT, supported by the Dutch education union AOb and the Stop Child Labour Campaign launched a programme in the city of Fes in 2004 to prevent children from dropping out of school. The successful programme is now implemented in five regions of Morocco, involving over 21,000 children in 30 schools.

SNE-FDT assists its members to understand and address child labour issues through professional development programmes and union-run workshops on children's rights and pedagogical issues (communication techniques, techniques for monitoring individual cases, ending corporal punishment).

In addition to working directly with teachers, the union engages with pupils, parents, education authorities and civil society organisations to make schools more attractive by improving the school environment (clean sanitary facilities and refurbished classrooms, new equipment and libraries), the organisation of cultural and sport activities and even basic literacy courses for children's mothers. The programme also provides support classes, as well as reading glasses for children with eyesight problems.

Children are reported to be enthusiastic about their renewed educational possibilities. Teachers report that their teaching methods, understanding and empathy with children's needs, as well as relationships with parents have improved significantly as a result of the programme. Principals and teachers now actively seek meetings with parents to convince and arrange financial support for family decisions to avoid children dropping out. Over 3 years of the programme's functioning, the drop-out rates in the targeted schools have been reduced by over 90%, and "the image of the teacher union has also greatly been enhanced," according to Abdelaziz Mountassir, member of SNE-FDT and EI's Executive Board.

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are shown to be hypocritical on this point the union's credibility and good work on other fronts is likely to be seriously undermined. A code of ethics on this issue may be included in the union's overall code of ethics or conduct for members, and/or included in union training programmes (**Box 1.3**).

## Box 1.3. Union good practices: Codes of conduct or other measures on child labour

In Cambodia, NEAD's code of conduct has an article that 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 does not have a code of conduct, but when teachers are trained on the issue of child domestic workers CNEH insists that its members set an example by not employing them in their own homes.

Source: EI, *Teacher Unions at the Forefront of the Fight against Child Labour: Good Practice*, 2013

## 3. Union actions that can be undertaken in the response to child labour

A number of actions that unions have successfully employed or could employ in their efforts to eliminate child labour and promote universal access to quality education are set out below. These actions can be grouped into four major kinds of activities:

- **Internal awareness raising, policy and capacity building**
- **Research and documentation**
- **External awareness raising, advocacy and lobbying**
- **Collective bargaining and other forms of social dialogue**

### *A. Internal awareness raising, policy and capacity building*

#### *Sensitising union leaders and members on the issues*

One of the first and most important steps a union should take is for sensitisation or awareness raising and orientation training of education worker/teacher union leaders on the concepts of child labour, children's rights and Education for All. Depending on their levels of responsibility and actions to be taken, union leaders and members should be aware of:

- child labour and children out of school as a fundamental violation of human rights and the rights of the child;
- the magnitude and numbers of child labour cases in the country;
- which economic sectors and geographic areas are most likely to have child labourers;

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- the consequences of child labour for education, decent work and poverty in the regions affected or the country as a whole; and
- the measures the union should and could promote at national, sub-national or local level to achieve universal, free, basic education, including early childhood education, as a means of preventing and ending child labour.

It is especially important that national, regional/district/local union leaders understand and accept the importance of these issues, what causes child labour and the ways to help end child labour through education. Even if resources are limited and the union leadership is stretched to do all the tasks that members expect, it is useful to create a dedicated working group or appoint a focal point on child labour at the various union leadership levels that can help focus union members' attention on this issue on a permanent basis.

### **Union policy and programme of action**

From awareness that child labour is integral to the union's concerns and the reflections of a union working group or focal point, the union leadership should develop and seek to apply a union policy on the issue that will become the union's public window to the world. In addition to grounding the issue within the union's core interests, a policy that is actively promoted and applied in union work enhances the view from education and workplace stakeholders plus the wider community that the union is concerned with more than just "bread and butter" issues such as salaries and working conditions. As part of the larger sensitisation of members and to help ensure that the results are grounded in the member's own realities, a child labour policy should emerge democratically from the base through the annual conference or meetings of union stewards or representatives at the appropriate level rather than a "top down" decision of the national

leadership without membership engagement.

To be comprehensive, the union policy should address the issues of universal access to quality public education and training and measures to prevent and end child labour, in both cases within the capacity of the union to act. It will want to include reference to compulsory schooling and attendance, the importance of early childhood education, educational financing, the status and conditions of teachers in line with international standards on teachers (see Introduction), minimum age for employment, what is meant by child labour in the national and local contexts and the union's recommendations to its membership and to various actors/stakeholders on how to prevent and put an end to child labour, with special emphasis on the role of education and training workers.

A policy is only as good as its application; hence the need for a union programme or plan of action on child labour that can become the blueprint or roadmap for the union's various internal and external activities. Ideas for the programme of action may emerge from the working group or focal point but should be decided by the membership and defended by the leadership against many competing (and often top) priorities for union resources.

### **Capacity building**

Unions with multiple staff resources should also build awareness and capacity of paid staff to respond on child labour issues even (especially) where staff have other responsibilities. A short workshop on major child labour issues for all staff increases the chance that these issues will be integrated in all of the union's work, contributes to the necessary linkages for coherence in various union activities in line with the union's policy on education for all and child labour, and helps to avoid potentially embarrassing contradictions between public

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positions and activities of the union on child labour and other core interests.

Building union capacity on the twin issues of education for all learners and ending child labour has several goals, among which enhanced capacity to:

- Raise and utilise resources, especially where union funds and staff are limited;
- Increase awareness as part of union outreach to target groups and partners;
- Conduct and effectively utilise research and information in designing programmes including advocacy and membership training;
- Engage effectively in advocacy with government and other players;
- Use collective bargaining and social dialogue mechanisms with employers, public and private, on these issues.

### **Union membership: awareness-raising and training**

Once union leadership and staff are on board and committed, the same actions need to be taken with union membership. Sensitisation or awareness-raising of union membership may be through preparation and dissemination of information on the child labour and education for all plus the union's policies and programme of action on these issues to the entire membership to make clear their importance. Various forms of communication can be effective, depending on the union's resources, structures and the geographic dispersion of the membership (these may not be the only ones):

- Articles in union newsletters or magazines where these exist;
- Specific information packets and posters or similar campaign materials;

- Union label souvenirs or mementos - calendars, diaries, writing materials- writing pads or notebooks, pens, pencils, etc.;
- CDs or other information and computing platform materials;
- Audio and visual means - radio or Internet messages or use of social media, particularly important for young members.

To enable union membership to fully respond in schools and training sites as groups or as individual representatives of the union, information resources need to be combined with training activities – workshops or seminars, either separately or integrated in larger union meetings such as the national or regional/state/province conference, or short courses in union-run professional development sites. Several goals may be reached in such training:

- Information to members to the point that they think about and integrate education for all and child labour in all their union activities;
- Provide the skills and tools to members so that they can monitor children at risk and advocate for measures that help end child labour;
- Help members understand the value and plan to participate in local, national or international campaigns on the right to education, the importance of early childhood education, teachers' rights and on child labour, including events such as child labour days, World Teachers Day, the Global Action Week (GAW) led by the Global Campaign for Education and World AIDS day;
- Provide members with the information resources that they can quickly obtain for use in advocacy or other work, from national (the union or child labour organisations) and international (EI, and international organisations like the ILO and UNESCO on Conventions and standards);

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- Understand and apply collective bargaining and other forms of social dialogue to education and child labour work.

A union good practice example of training results is provided in **Box 1.4**.

### Box 1.4. Union good practice: FSASH and SPASH of Albania train and support members for action on child labour

The unions in Albania have concentrated training on child labour on the six districts that account for over 45% of school dropouts in the country. Teachers trained in the programme try to identify the pupils at risk of dropping out and those who no longer come to school. Teachers set up monitoring groups in the schools, made up of teachers, pupils and parents (mainly the members of the parents and pupils' committees). Each group monitors a certain number of children who have either dropped out of school or are at risk of doing so. The monitoring group's task is to identify the reasons for dropping out, how to collaborate with the child's family, the people capable of influencing the parents or the child, the problems experienced in their community, and related issues. After getting to know in detail the situation of pupils who are at risk of dropping out, the group works with the pupil and their family to persuade them to come back to school. Some form of ad hoc aid may be provided for the poorest families.

The union meets regularly with the monitoring groups to evaluate their progress: how many children have come back to school and the problems encountered. Despite many challenges, since 2002 the unions estimate that over 2,000 children have returned to school thanks to the education unions' work and more than 4,000 at risk pupils have remained in school.

Source: EI, Interview series on Child Labour, International Conference on Child Labour organised by EI/GEW/AOb, 2012.

### Mobilising resources and building partnerships

Especially where the union's resources in general are limited and competing priorities numerous, a programme of action on child labour and quality education for all learners will require extra-union resources. Building partnerships at all levels is a key to mobilising the necessary resources. This may be the task of many union levels – leadership, staff, and membership – but will certainly be aided if a child labour working group or focal point can identify where and with whom to start.

Resource mobilisation may focus on several levels simultaneously and knock on many doors:

- At the local or regional/state/province level, with civil society organisations, pressure groups and children's education and welfare services; At national level with government agencies and sympathetic employer's organisations, national foundations or trusts dedicated to preventing and ending child labour, along with alliances of sister and brother unions in other job sectors, teacher training colleges and other organisations responsible for teacher education, ministries of education and of labour, other agencies committed to developing a national policy regarding the elimination of child labour;
- At international level (and working with their local or national representatives as appropriate) with international trade union federations, specialised non-governmental and inter-governmental organisations of the UN system, and private foundations with a global focus on the issues.

At the international level, cooperation to work on ending child labour as part of the quality education campaign will naturally begin with EI and through it with other Global Union Federations (GUFs) and the International Trade Union Confederation (ITUC). This will

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be a logical extension of alliances at the national level with the GUFs national affiliates and national trade union centres. An example of regional cooperation that helps boost the resource capacity at national level, supported by the Stop Child Labour Campaign, EI and key affiliates is shown in **Box 1.5**.

Financial and technical support can also be mobilized from many international organizations with dedicated programmes on child labour, especially ILO, UNICEF and UNESCO. These organizations variously recognize the value of national education unions which give

### Box 1.5. Union good practice: EI support to African education union capacity building on child labour

Beginning in March 2013, EI has financially and technically supported a project involving its national affiliates in 5 African countries - Ghana, Mali, Morocco, Senegal and Uganda - to enable teaching unions in the five countries to join the "Omar's Dream" coalition, a Hivos/Stop Child Labour project financed by the Dutch Postcode Lottery, that seeks to create child labour free zones. As part of partnership building, capacity development and awareness raising campaigns to link quality education with the end of child labour, EI support enables:

- The unions to organise national workshops on joining national alliances;
- A sub-regional workshop for the five target countries' national coordinators to share their experiences.
- National union representatives' participation in regional/international conferences and exchange programmes to support and share best practices.

teachers a voice in education decisions linked to child labour as integral to extending the reach of their own work to get young people out of child labour and into education or training; hence they are willing to provide support to unions and may be called upon as part of union resource mobilization. One of many examples of cooperation with the ILO (this Manual being another one) is briefly outlined in **Box 1.6**.

### Monitoring and evaluating union progress

As with any programme, the union should periodically take stock of progress on reaching its objectives or not,

### Box 1.6. Sensitising Teachers to the Problem of Child Labour and the Importance of Education through the ILO-IPEC Teachers' Kit and Teacher Training

ILO-IPEC has for many years acknowledged the key role of teachers and education personnel by cooperating closely with Education International, along with international organisations concerned with education and children, UNESCO and UNICEF. One of the by-products of this cooperation is a tool for action for use by education workers entitled "Child labour: An information kit for teachers, educators and their organisations" (see also References at the end of this Manual). This information kit is designed to raise awareness of the nature and effects of child labour. The presence of a strong teachers' organisation, with human and financial resources to apply to this problem, has been essential in the success of this practice. For example, the Brazilian implementing agency, "Centre for Studies and Research in Education, Culture and Community Action" (Centro de Estudos e Pesquisas em Educação, Cultura e Ação Comunitária), is an EI affiliate. Its national network of 29 branches was mobilised to apply and work with the kit.

Source: ILO-IPEC; Education as an Intervention Strategy to Eliminate and Prevent Child Labour: consolidated good practices of the International Programme on the Elimination of Child Labour, 2013

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strengths and weaknesses in strategies and activities, and how it could improve work on child labour and quality education for all learners. Such an evaluation can benefit from the steps set out below.

1. At the onset of the union's work or programme of action, the priorities should be fixed and expected outcomes of the work defined. Also at the start, a situational or baseline analysis showing the picture of child labour and the status of education/training in the country needs to be done, based on indicators such as: type and magnitude of the child labour problem; awareness levels within the union and outside; legislative, administrative and other guarantees of rights, as well as gaps in these; the status of education and education workers, as well as the gaps in desirable levels of both; different players potentially involved in the response; and other relevant information. This baseline of indicators provides a 'photograph' at the start against which to measure the outcomes of the programme (comparing before and after pictures), and enables the union to identify existing strategies, plans, actions and actors that will help partnership building later on, in addition to the risks of overlap or incompatible approaches. Lack of a baseline will make it more difficult to measure progress in the union's efforts. Creating this "marker" for evaluating union work should be a major part of union research on the issue (see section 2 below).
2. Without becoming too rigid and fixated on quantitative goals, the union may set targets to achieve within a certain time frame, including the actions to be carried out during a particular year or period (sometimes called milestones or benchmarks) so as to reach overall objectives in terms of the major aspects of its work: awareness raising and capacity building within the union; research and documentation; awareness, advocacy and lobbying in the country or defined geographic area to change policy, legislation or practical

measures for the better; building partnerships/alliances; and using collective bargaining and social dialogue to enhance the union's influence on policy and results.

3. To help measure success in reaching the targets, and eventually the outcomes, the union should generate a list of indicators (success factors) that will show the union's programme and actions are making progress within the set period of time. The first time this is done, the indicators serve as the baseline and allow the union to decide on the targets. Some organisations such as the ILO use criteria that indicators should be "SMART": specific; measurable; attainable; realistic or relevant; and time-bound. The chosen indicators may be internal to indicate union-building progress, and external to show impact on resolving the problem at national, sub-national or local level. Among the most important are:

### Internal union indicators

- a. Child labour is placed high on the union agenda as indicated for example by a national union conference debate on the issue, and especially through an adopted policy or action programme/plan;
- b. A union code of conduct or equivalent committing leaders and members to renounce their own use of child labour or its products is adopted and applied through union disciplinary measures;
- c. A union working group or focal point(s) on the issue at national and other levels as appropriate are set up and provided resources to operate;
- d. Union-wide awareness raising and training programmes on child labour and the importance of quality education for all reach all union leaders, staff and activists;
- e. Union membership increases, directly linked to the work on child labour and quality education;

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- f. The union’s image and status grow, measured by for example press coverage of the union’s child labour and education quality responses, inclusion in national coalitions or partnerships, or government decisions to engage the union in the implementation of programmes on child labour or EFA;
- g. Gains in collective bargaining and union influence through other social dialogue mechanisms are registered, for instance in improvements in education workers’ benefits or status as more resources are devoted to education, salaries and material benefits increase, and teaching/learning conditions improve via a new collective bargaining agreement or inclusion of the union in policy making bodies.

### External indicators of policy and programme success

- h. Improvement in national and local education registered by higher investments in education and training (equalling or exceeding a certain benchmark such as 6% of the national income (GNP), abolition of direct and fewer indirect costs of education for families, approaching or obtaining 100% enrolment of all school-age children and young people; reduced drop out and improved graduation rates of pupils in basic education;
- i. Improvement in teachers status and welfare-salary and other working conditions –measured by increased enrolments in teacher training programmes and reductions in departures from the profession;
- j. A significant reduction, and/or declining percentage of children engaged in child labour.

An example of a set of indicators on quality education for all developed for trade union use is suggested in **Table 1.1**

**Table 1.1 Summary of indicators for monitoring free, compulsory, universal, quality education**

Education for All	Indicators for monitoring
Free	<ul style="list-style-type: none"> <li>▪ Abolition of school fees</li> <li>▪ Free at the point of access</li> <li>▪ Social Protection Floors (basic health care, guaranteed minimum income, pensions for old age, disability and survivors)</li> <li>▪ Conditional Cash Transfer programmes</li> </ul>
Compulsory	<ul style="list-style-type: none"> <li>▪ Functioning system of birth registration</li> <li>▪ Functioning school inspectorate and judicial sanctions</li> <li>▪ Functioning labour inspectorate and judicial sanctions</li> <li>▪ Free school transport system</li> </ul>
Universal	<ul style="list-style-type: none"> <li>▪ Sufficient numbers of schools within accessible distances</li> <li>▪ Qualified teachers in sufficient numbers</li> <li>▪ Specific attention to needs of girl child</li> <li>▪ Special provisions for vulnerable groups, such as indigenous peoples, discriminated castes, migrant and refugee children, children with disabilities, or living with HIV and AIDs</li> <li>▪ Specific outreach strategies for children with migrant status or in zones of conflict</li> <li>▪ Number of children who enrol in school</li> <li>▪ Number of children who attend school regularly</li> <li>▪ Number of children who complete basic education</li> </ul>
Quality	<ul style="list-style-type: none"> <li>▪ Qualified teachers in sufficient numbers</li> <li>▪ Availability of quality continuous professional development for all teachers</li> <li>▪ Good conditions of service in line with international standards</li> <li>▪ Safe and secure school buildings and environment</li> <li>▪ Functioning school governance system</li> <li>▪ Adequate teaching materials and resources</li> <li>▪ Relevant curriculum</li> <li>▪ Rights-based education so children can reach their full potential</li> <li>▪ Children treated with dignity and respect</li> </ul>

Source: adapted from ITUC/ GUFs/ACTRAV Child Labour and Education For All Manual)

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At the end of the period of time in which the union sets itself goals to achieve in terms of ending child labour and quality education at least through compulsory education, it may assess how far progress has been made as measured by its baseline indicators and targets at the beginning of the campaign.

### *Points for reflection and checklist on internal union action*

1. *Is there a union training and/or capacity-building programme for the leadership, staff and membership on issues of child labour and its relationship to education for all? Does everyone have access to it, including those in remote and rural areas?*
2. *Does the union have a policy and a programme or plan of action to put the policy into effect? Does it have structures (working groups, focal points) to work on this plan on a continuing basis? Are both policy and programme available in some form to all union members?*
3. *Has the union identified and tapped all possibilities for coalitions with allies and partnerships to mobilise the resources needed to implement its plan of action?*
4. *Has or will the programme/plan of action been assessed, and lessons learned used to change course?*

### **B. Research and documentation**

In order for unions to successfully carry out their work on quality education for all and child labour they need evidence. The first research activity may very well be a survey of the internal union situation as a prelude to adopting a policy, developing and applying an action plan, awareness-raising and training of union members. An example is cited in **Box 1.7**.

Evidence for the external union work of advocacy, lobbying, collective bargaining, etc., includes having information at hand on the state of education and child labour in the country, region or community in which

union leaders and members operate, the information periodically updated to keep abreast of current national issues and changes. This may be led by the union research team and/or carried out by union members using an action based research approach. It may also rely on information from, or partnerships with, other unions, sympathetic academic or independent research groups, government, civil society organisations or specialised agencies working on education and child labour issues who have already compiled information or are ready to support the union research as part of their own programme of work.

Research that can be used by other union structures or members will want to focus on a number of issues/problems important to the questions that are targeted by the programme of action, including any benchmarks and indicators to be used (Table 1.1), especially:

- Establishing the status of education/training in terms of what is available and gaps in relation to the desired standards for:
  - Legislation and education plans that set out compulsory education requirements and goals for improvement

#### **Box 1.7. Union good practice: Surveying union members' attitudes on child labour in Argentina**

In Argentina the education union CTERA used a survey to get a better idea of the teachers' opinion of child labour. The survey guided the union's design of a plan of action that included preparation of materials for members to use in discussions and advocacy about the issue, invitations to parents to talk to the teachers at meetings in schools, and advocacy work with civil society organisations that help in promoting the union's message to certain audiences, for instance farmers.

Source: EI: Interview with CTERA, Interview Series on Child Labour, International Conference on Child Labour organised by EI/GEW/AOb, 2012

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- Actual investment in education and training at national and other levels as appropriate
  - Direct and indirect costs of going to school or engagement in training that have to be met by learners or parents and might inhibit access
  - Enrolments of children and young people taking into account gender, geographic and other criteria that help determine if all learners are enrolled
  - Drop out and completion rates to help identify success and failure of the system
  - Numbers of schools in relation to enrolments and accessibility, particularly for rural areas or those with ethnic minority and nomadic populations, plus the quality of school infrastructure – classrooms, sanitation facilities and construction standards
  - Numbers of qualified teachers by urban and rural or geographic area, opportunities for their professional development, their salaries and benefits compared to similar professionals and conditions of work (teaching and learning conditions)
  - Available teaching support materials, ranging from books, pens, pencils to computer equipment depending on the learning context and resource situation.
- Drawing a profile of child labour and resources to deal with it at country, regional or local level:
    - Estimated numbers of child labourers, ages, job sectors and geographic location
    - Causes – economic, social, natural (disaster) or political, such as conflict
    - Actors: Types of employers from large to small; government agencies charged with children's care and protection; civil society organisations or specialised agencies dedicated to child labour; other unions with whom to cooperate on advocacy, lobbying, collective bargaining, etc.

- Current campaigns to end child labour and if possible an assessment of how effective they are.

One example of union research combined with teacher union and resources for teachers' classroom use is summarised in **Box 1.8**.

### Box 1.8. The AFT research and information programme on agricultural child labour in the USA

In the USA, one of the world's richest countries, the education union AFT, in cooperation with the Child Labor Coalition (CLC) of which it is a leading member, has researched and developed extensive information resources for use by its state and local union affiliates and especially by teachers in teaching about the largely unknown problem of some 500,000 child labour workers in the country's agriculture. The online resource provides information on the scope of the problem, facts and figures, history, causes, relevant legislation and standards, pedagogical materials and curricula resources, photos and videos and recommendations on actions to be taken by union members at various levels. Secondary (high) school civics teachers volunteered their time to help produce the materials in cooperation with several civil society organisations dedicated to ending child labour in the USA.

Source: AFT Website: 'In our own backyard: the hidden problem of child labor in America', 2013

### Action-based research

Action based research is an on-going process of collecting information, analysing what it means, designing programmes based on it and collecting further information in order to check the results. It should include a participatory and children-centred approach, particularly on the subjects of education and child labour. It may be a particularly important tool for local use that also raises awareness on the need for improvements in the education system, and helps identify children and young people at risk,

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means of preventing them from taking up child labour or removing them from exploitative work as part of a larger campaign. Some education unions such as those in Jamaica and Uganda have indicated these benefits of action-based research in their reports to EI.

An action-based research process might follow the steps in **Graphic 1**. The important point is to use a participatory approach, including affected children and young people.

### Points for reflection and checklist on research and documentation

1. *Does the union conduct research and share documentation on child labour and education for all issues?*
2. *Is there a research unit or person(s) tasked by the union to undertake the research, prepare and provide the documentation to members and the public?*
3. *Are union members encouraged to undertake their own research and documentation on child labour, using for example action-based research?*

### C. External awareness raising, advocacy and lobbying

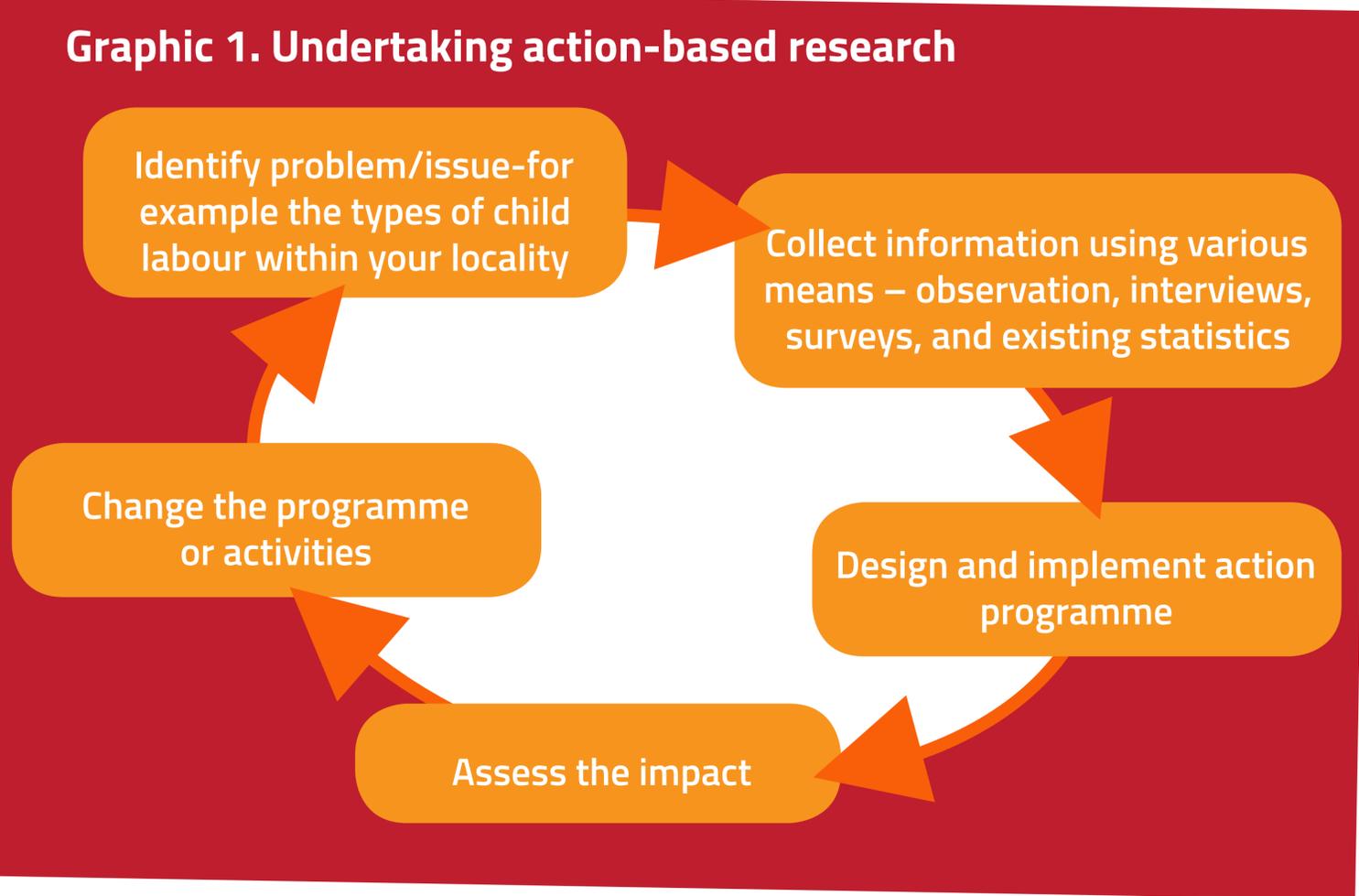
With a union policy and action programme or plan to guide further work, and the necessary research or information to underpin it, designing and implementing an effective advocacy strategy can help promote the union's vision and achievement of objectives on quality education and child labour. A step-by-step approach is suggested in **Graphic 2**.

#### Defining issues and objectives

The union main issues will be defined by its policy and/or plan of action where those exist. However, not all of these may be appropriate to advocacy or lobbying, nor does an advocacy campaign on all issues allow the union to focus its resources appropriately. It is therefore useful to set the most important issues or priorities of the union and its membership as the basis for a campaign. These could be for example one of the following:

- Adequate resources to allow for an expansion of public education, including quality early childhood services, schools, transitional and special education and vocational training to ensure access to quality education for all, and living salaries and improved work and employment conditions for teachers.
- The abolition of all school fees or other direct costs and indirect costs
- New or reformed legislation guaranteeing compulsory education up to the minimum age for employment in the country.
- Concrete government measures to enforce agreed commitments that may facilitate development and improvement of public education.
- Increased hiring of qualified teachers (particularly in rural areas) and a better status for them (for

**Graphic 1. Undertaking action-based research**



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instance more professional development and recognition, or an end to contract/precariously employed teachers) in line with the Joint ILO/ UNESCO Recommendation concerning the Status of Teachers, 1966 as part of ensuring universal access to education/training and therefore preventing child labour.

- Strengthened government education and labour inspection services in order to ensure children currently working leave work and go back into school, workplaces are decent and safe for adults, legal action is taken against employers of children, and workplaces which currently only exist because of child labour are closed.
- In partnership with other allies, creation of "child labour free zones" in communities or areas

particularly affected by child labour in which it is banned and all children and young people are in education or training.

## Target audience and message: who does the union want to reach/influence and how?

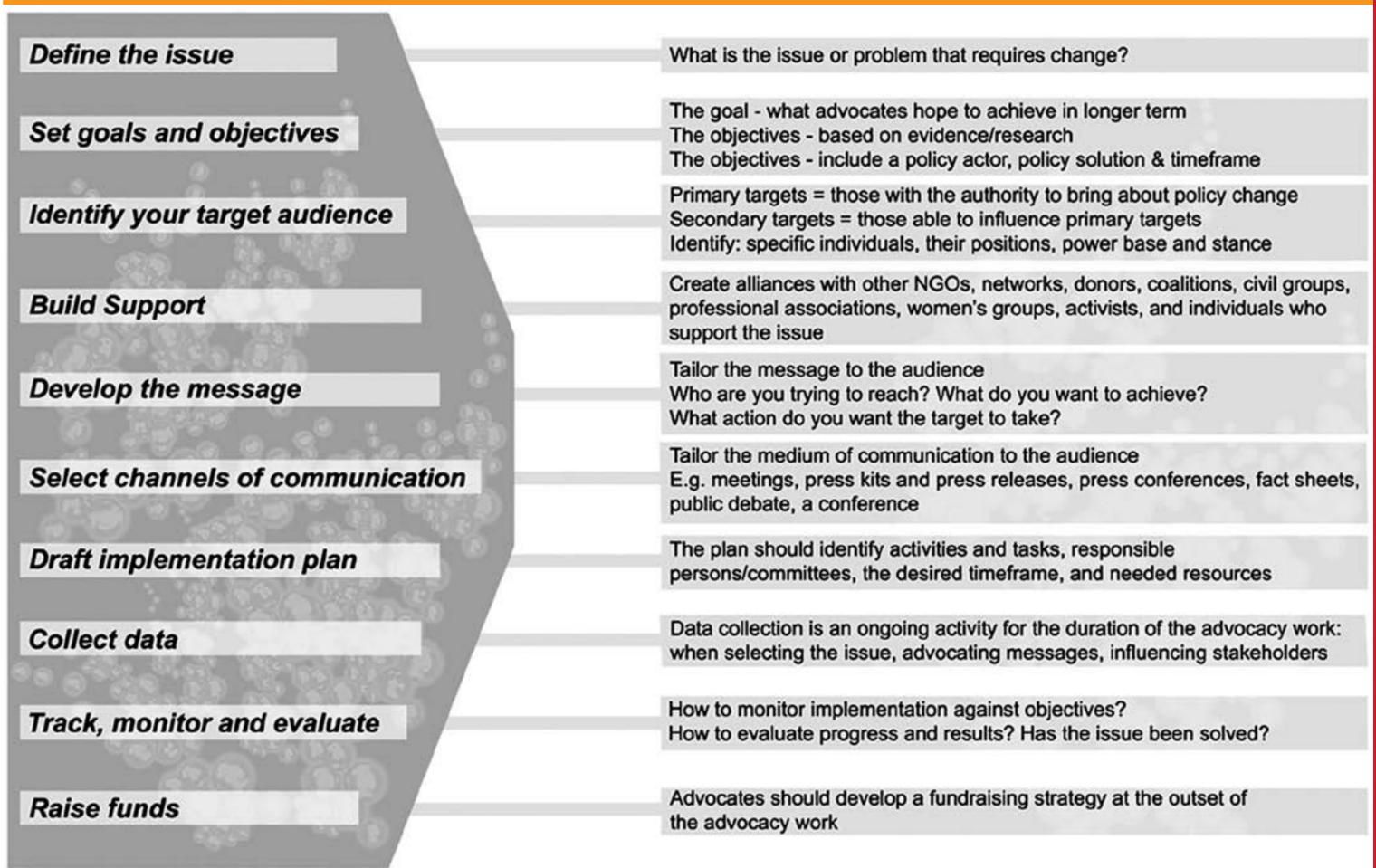
Depending on the campaign objectives, the target audience may include: government ministries, parliamentary members or other political figures, civil society organisations, children both in and out of school, children in child labour or at risk of such, parents and guardians, employers, local leaders among others. As the proposed step by step process suggests, the target audiences may be segmented into primary and secondary. It helps to be specific about particular individuals, their positions and level of influence in either category, particularly when lobbying decision-makers. Packaging the information very well in a communication strategy with facts on the issues generated by research and documentation will maximise awareness-raising and impact.

## Identify who to work with: allies and partners that build support

The campaign should identify individuals, political parties or groups, parliamentarians, other unions, employers (many employers also oppose child labour and support better education and training in the interest of stronger businesses), civil society organisations (including leaders of faith-based groups) and other organisations that can support the union's campaign with political support or resources, both financial and technical. Alliances enhance the union's capacity to influence issues and reach the objectives, and may result in helpful alliances on other union priorities. In a coalition with like-minded organisations, it will be necessary to define roles, and distribute tasks and responsibilities so as to maximise use of resources and operational efficiency.

**Graphic 2. Ten steps to building an effective Advocacy Strategy**

### 10 steps to building an effective Advocacy Strategy



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### Timing: When to launch and stop a campaign

Important national (or local) event days, and election periods are a good time to undertake a campaign, influencing politicians to include union demands in their own campaign manifestos and/or using the enhanced media coverage to focus public attention on the union campaign. Targeting either of these times requires that the specific national or local context guide when to best launch an advocacy campaign.

Participating in international campaigns associated with education for all or the elimination of child labour, in association with allies or partners, often provide a good time for a national or local advocacy campaign. Possible themes and dates include:

- Global Action Week for Education - April
- World Day Against Child Labour—12 June
- International Literacy Day - 8 September
- World Teachers Day –5 October
- Decent Work day—7 October
- International Day of the girl Child – 11 October
- Universal Children’s Day – 20 November
- World AIDS Day –1 December
- International Human Rights Day – 10 December

Building a national campaign around a specific international event or day affords an opportunity to educate union members on the importance of international conventions or standards on education (discussed in the Introduction and section 1 of this Module) and to apply political pressure on governments to ratify conventions and apply these standards.

A “permanent” campaign runs the risk of diluting member support and cause the target audience to lose

interest. Even if it has not achieved all of its objectives, the union should monitor and evaluate when a campaign needs to be reduced or stopped, usually at the point when the costs of maintaining it begin to substantially outweigh the expected benefits.

### Campaign materials

Choosing the right materials and making sure they are readily available for use by the campaigners and for the target audience is an important part of the communication strategy to reach the desired audience and attain the objectives. These may be:

- Specially designed materials – fact sheets, flyers, posters, radio, television or social network messages, etc. – including age appropriate materials for learners, those at risk and already engaged in child labour.
- Ready-made materials of campaign allies, partners or supporters, for instance:
  - International union federations such as EI and ITUC;
  - Ministries or government agencies dealing with education/training and child labour issues such as Ministries of education, labour or children’s services;
  - Civil society organisations dedicated to achieving education for all and putting an end to child labour;
  - international organisations such as the ILO-IPEC, UNESCO or UNICEF networks of representatives/offices or those of civil society organisations;

### Evaluating progress

In addition to assessing whether and when a campaign should be concluded, a union advocacy campaign needs to be assessed for its effectiveness, strengths and weaknesses, as with the overall programme or plan

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of action (see section above on union actions). The campaign may or may not have reached its objectives, but the union needs to draw lessons from this as a basis for a new campaign on the same or other issues, including what strategy to use. As part of this assessment, it is helpful to survey some of the target audience, whether learners, child labourers, parents/guardians, political decision-makers, employers of child labour, community leaders or others. They can provide valuable feedback on a campaign's effectiveness.

One example of education union coalition efforts with other trade unions through advocacy, lobbying and social dialogue (see also section below) is set out in **Box 1.9**.

### Box 1.9. Union good practice: Working with other unions on education and child labour issues in Senegal

Since 2000, In Senegal the education union SYPROS has coordinated its work on child labour with other unions and the national Trade Union Coalition to Combat the Worst Forms of Child Labour. The union has identified a number of awareness-raising and lobbying successes obtained at least in part through the coalition's work:

- A national television programme explaining what child labour means
- Revision of the labour code to establish a minimum age for employment
- Ratification of ILO Convention No. 182 and its application through a list of dangerous occupations jointly defined with the Government;
- Raising the compulsory schooling age and agreement with the Ministry of Education to allow children to enrol in schools even without official civil status documents

Source: EI: Interview series on Child Labour, International Conference on Child Labour organised by EI/GEW/AOb, 2012.

## Points for reflection and checklist on external awareness raising and lobbying

1. *Is there a strategy to guide union campaigns on child labour and education for all issues? Is it structured to include the elements that make up an effective campaign?*
2. *Has the union assessed its strategy and campaigns and drawn up lessons for future campaigns?*

## D. Collective bargaining and social dialogue

By negotiating decent working conditions and decent jobs for teachers and other education workers, including provisions for continuous professional development, as well as giving teachers a voice in education decisions, unions can make a significantly positive impact on school enrolment, dropout and graduation rates, therefore on the incidence of child labour. A large body of evidence points to a combination of high professional standards, widely available professional development, decent salaries, working conditions, administrative support and professional autonomy as influential factors in decisions by young people to choose education as a career, to have the skills and be motivated to do their job well, and to remain in education. The shortage of qualified teachers, combined with poor or inaccessible schools, facilities and teaching materials, are major reasons children and young people do not go to school in the first place, especially in rural and remote areas. Poorly prepared teachers who do not have the skills and aptitudes to practice learner-centred methods, especially when working in overcrowded classrooms with outdated curricula, are more likely to provoke learners to drop out of school or training, especially if they or their families need the income from child labour for household survival, and/or they face direct or indirect costs of schooling. All of these are factors that unions can influence by using collective bargaining and other forms

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of social dialogue to obtain decent work for teachers and education workers. This in turn helps to create the quality education/training environment for all that can enormously contribute to ending child labour. Collective bargaining in education should be at the heart of a union's programme on child labour. Education unions can also address child labour issues directly through collective bargaining by negotiating clauses in collective agreements that commit education employers and authorities to supporting monitoring and drop-out prevention efforts in schools/training sites. Collective agreements can also set out how unions should work with employers, including national government, school governors, principals, etc. to combat child labour. An example is provided in **Box 1.10**.

Where collective bargaining scope permits the negotiation of such matters because linked to terms and conditions of employment, a collective agreement might stipulate that no goods or services produced by child labour are allowed in education and training institutions, for instance teaching support materials or even food served in the cafeteria. Where such matters are outside the collective bargaining scope, they could be dealt with through other social dialogue mechanisms.

These other forms of social dialogue between unions and education employers— information sharing and consultation in various informal or formal mechanisms for these purposes – can also influence education/training policies and programmes that will directly or indirectly set up barriers to child labour. Social dialogue, as part of a broader union movement or as education worker unions alone, can be exercised in national, sub-national or local mechanisms such as parliamentary commissions on education or children's services, tripartite (government, employer and trade union) employment, training or income councils, or education consultation bodies such as education planning and

### Box 1.10. Union good practice: A collective agreement in Albania addresses the prevention and elimination of child labour

Articles of the collective agreement in force until the end of 2014 between the education workers unions FSASH and SPASH and the Ministry of Education and Science in Albania formally address the unions' engagement with their government counterparts in efforts to prevent and eliminate child labour in the country. Special emphasis is placed on the mobilisation of teachers, their training and commitment to decreasing school drop-out rates. The agreement supports joint actions between school administrations and the unions on these goals. One article provides that the Ministry and the respective regional education authorities may remunerate teachers nominated by FSASH and SPASH for extra hours' activities and their commitment to keeping pupils in school as a contribution to child labour prevention and elimination. Whether accepted or not by the authorities, such nominations serve to raise awareness and remind the education authorities of their responsibilities to provide good quality education for all learners in Albania, including children of migrant workers from Rom and Egyptian families who are more vulnerable to child labour because of precarious job situations.

Sources:  
EI: Interview series on Child Labour, International Conference on Child Labour organised by EI/GEW/AOb, 2012; ITUC/GUF/ACTRAV manual.

curricula councils. In these social dialogue forums, unions can influence broader policies and programmes affecting quality education and child labour than those touched by collective bargaining, which often sets limits on what is negotiable in education. Use of social dialogue may be an integral part of advocacy campaigns (see section on advocacy and lobbying in this module). When social dialogue forms part of a union's regular interaction with government and private

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education employers it can be used to obtain:

- Adoption and enforcement of legislation on compulsory education, school attendance, school inspection and more adult education/literacy programmes.
- More resources to be devoted to education and training, including for teachers (as in the Brazil case cited in the Introduction).
- Integration of child labour issues and measures to deal with them in national education sector plans.
- Social security floors and income support mechanisms, including conditional case transfers targeting poor families' access to education and health.
- High professional standards to be fixed by qualifications authorities or teachers' councils, matched by corresponding initial teacher training and continual professional development programmes to enable teachers to meet the diverse and special needs of all learners.
- Targeted teacher training and administrative support on monitoring and follow-up programmes with parents/guardians and relevant agencies to prevent dropouts and get children and young people back into education/training.
- More relevant curricula for learners.
- Support or assistance for schools to enable them to address teaching and learning issues at school level (remedial teaching, homework support, extracurricular activities among others).
- Government or private employer support to integrated programmes for poor families whose children are, or are at risk of, becoming child labourers, including health services, meals for children attending an early childhood centre or school.

- Restrictions on use of child labour products in education and training institutions.

An example of union lobbying through social dialogue that addresses some of these issues is outlined in **Box 1.11**.

### Points for reflection and checklist on collective bargaining and social dialogue

1. *Is there a collective bargaining agreement with the employer of your union's members? Is there scope for negotiating joint action with employers in the agreement, or obtaining support for teachers/education workers' actions as part of their jobs that can help prevent or put an end to child labour?*
2. *What formal or informal social dialogue mechanisms with employers/authorities exist that could be used to address education for all and child labour issues? Have any of these been used before? If so, with what results?*

Source: EI: Interview series on Child Labour, International Conference on Child Labour organised by EI/GEW/AOb, 2012.

### Box 1.11. Union good practice: Social dialogue in Jamaica increases resources to avoid dropouts and child labour

The Jamaica Teachers' Association (JTA) has successfully lobbied for the post of 'guidance councillor in education' to be introduced in Jamaican schools. These councillors are teachers who continue to teach while receiving training on careers guidance, psychological evaluation and related matters. When children are absent for two or three days without a doctor's note, the teacher councillors visit parents' homes to find out why the child is not attending school and to look for solutions. Since guidance councillors are also responsible for welfare in schools, where the causes of dropping out are linked to family income they can suggest small steps such as free school dinners to encourage the child to return to school. The councillors can also assess the household's financial situation and recommend government welfare for the family. The JTA also secured for these councillors use of a vehicle and expenses for visits in the community related to children at risk of dropping out.

The JTA further lobbied the government to ensure that welfare for people living below the poverty line is linked to their children's school attendance.

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## MODULE 2: Teacher professional development programmes: Preparing teachers on child labour issues

Teachers and teacher unions are positioned to play a critical role in ending child labour through a number of innovative approaches.

Teachers and school principals can promote understanding by many different groups (school children, their parents, community members, etc.) of the importance of education for all children and how child labour represents an obstacle for children's own development as well as that of the country at large.

Teachers and other educators are in a crucial position to help children acquire the necessary knowledge and skills to increase their participation so that they can exert influence in their environment. Education is a tool to break discrimination, exclusion and poverty circles.

This module is intended for use in teacher development programmes. These may be initial and continual teacher education programmes, where unions may work in partnership with the national bodies responsible for teacher training to ensure a focus on combating child labour is included in all teacher education programmes. Alternatively they may be in-service or updating programmes run in partnership with education unions. Although teacher education is primarily the responsibility of national or regional teacher training organisations, education unions can play a key role in supporting these to deliver training on specific issues, such as child labour, where they often have considerable experience and expertise. This partnership approach requires a clear understanding on both sides of the issues to be addressed and of

the scope of the partnership and responsibilities of each partner. It also requires all sides to have a clear understanding of the state policy regarding the elimination of child labour, where one exists, as defined and promoted by the ministries of education and of labour.

### The module is designed to:

1. Provide a framework defining the role and responsibilities of teachers and school principals with regard to child labour issues; and
2. Guide teachers on appropriate actions that can be used at the classroom or school level to respond to child labour and create appropriate learning environments encouraging children to stay in and complete school.

Teachers and school principals have a unique opportunity to combat child labour thanks to their specific role in educating children. This includes teaching children about the risks of child labour and creating a motivating, rewarding school experience which encourages children to attend school. Furthermore, the teacher's and education workers' daily work with children provides opportunities to identify children who may be vulnerable to child labour and to influence and support children and their parents in resisting child labour. Teachers need to be supported in this role by a framework which lays out procedures to follow, the limits of their role and support available to teachers in performing this delicate function.

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Without forgetting their many professional responsibilities and therefore demands on their time, teachers and school principals have numerous possible roles in relation to child labour, which include:

1. **Promoting a learner-friendly school environment.**
2. **Identifying children who may be in child labour and those at risk.**
3. **Monitoring learners' attendance and learning progress.**
4. **Sensitising and educating learners about child labour.**
5. **Guiding and counselling learners.**
6. **Providing life skills to enable children and young people to take responsible/appropriate actions/choices.**
7. **Communicating with parents, the school community, PTAs and other structures.**

## 1. Promoting a learner-friendly school environment

Many factors relating to teaching and learning conditions, as discussed in the Introduction and Module 1, positively or negatively affect young people's attitudes and those of their parents or guardians towards education and training, and may therefore condition whether they become involved in child labour. Among the most important are: education costs; non-existent, poor or inadequate schools/classrooms; poorly trained, paid and motivated teachers; and irrelevant curricula or language of instruction.

Governments and/or the education authorities have the principal responsibility for addressing these gaps. Collective union action by education unions using political lobbying, advocacy, collective bargaining and

other forms of social dialogue, can also contribute to making the teaching and learning environment attractive and effective, as suggested in Module 1.

Notwithstanding, this section speaks to those actions that teachers, and in particular school principals, can take as part of their core professional responsibilities towards learners in their charge: promoting a learner friendly school and classroom environment.

Children who have left education or training to enter the labour market reveal that one of the strongest factors in their decision to leave school is the attitude of teachers towards them, especially the unequal power relationship between pupils and teachers. Pre- and in-service teacher training should therefore include a strong element of understanding child labour, the role of the education system and how improper teaching methods and discriminatory attitudes will increase drop-out rates and lead to entrenched problems of child labour. These issues need to be understood by teachers and education workers and authorities at all levels, including Ministries of Education.

Teachers as professionals in charge of children's learning are responsible for making their school a child friendly environment and promoting conducive learning conditions, with the leadership and support of the school principal. Keeping all children in school is the best way to fight child labour. This is one of the reasons why teachers should ensure their behaviour towards their pupils and their teaching methods are appropriate, respectful and learner friendly.

A learner friendly school environment and classroom, likely to encourage pupils to remain in school:

- Emphasises the use of learner-centred, child-friendly methods and values, and teaching at learner's ability levels;

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- Is inclusive, gender sensitive and caters for and respects individual differences among learners at school and in the classroom, notably treating all pupils as valuable individuals, regardless of their gender, ethnic origin, religion, class or other differences;
- Is a safe and secure environment, with suitable infrastructure and facilities for all learners, including girls and learners with special educational needs;
- Creates a respectful classroom where learners can ask questions without fear, feel secure and respect other learners' views and at the same time promotes discipline amongst teachers, learners, in the class and in the school as a whole that is essential to good teaching and learning, with teachers who are skilled in maintaining classroom discipline;
- Allows learners at individual and group levels to receive guidance and counselling on vocational and career choices;
- Sensitises learners on health issues, including HIV and AIDS and sexual reproduction;
- Allows all learners access to education and the potential to fully benefit from it;
- Works with learners to develop messages on child labour and related issues that promote education, and which may be displayed in the classroom and the wider school.

These conditions will only pertain if teachers are well trained, motivated professionals, with a genuine commitment to the education of their pupils; this requires teachers to benefit from a living salary and acceptable working conditions. The teacher is an educator, counsellor and role model who bring these skills and qualities to the teaching and learning process. Learner-centred teaching should engage pupils, making them active learners and matching their educational needs and learning style, rather than being based on

the comfort and habits of the teacher. Well trained, motivated teachers plan their lessons, practice good class management and discipline and are able to make learning interesting. They vary their teaching methods, use relevant examples and effective teaching aids and cater for all learners, using differentiated learning where necessary to allow slower and quicker pupils to work at their own pace. Moreover, although teachers are responsible for their teaching and behaviour in

### Box 2.1. Activity and points for reflection on creating a child-friendly learning environment

Ensuring a child-friendly learning environment requires constant teacher self-reflection about classroom teaching practice and effectiveness— it is one of the core professional responsibilities. In the teacher training, professional development programme or school study group on education and child labour, it would be valuable to examine these questions that are central to quality education for all learners and preventing child labour, using points for reflection such as the following:

- List as many reasons as you can think of why pupils might not feel motivated to remain in school.
- For each of the reasons on your list, what changes could be made in order to encourage pupils to remain at school?
- Think of the school environment in which you work. What about it is child friendly and likely to be attractive to learners? What could be made more child-friendly and how could this be achieved?
- If you are currently a teacher, think of three aspects of your teaching techniques and classroom practice which could be improved in order to make your lessons more engaging to learners. If you are in initial teacher training, think back to when you were a pupil: list three aspects of the teaching techniques and classroom practice used by your own teachers which could have been improved in order to make the lessons more engaging.
- List three actions a school principal can take to ensure a school is a child-friendly learning environment.

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the classroom, they need ongoing support, in the first place from school directors, and access to professional development in order to maximise their skills and knowledge.

An exercise/activity to encourage reflection on these issues is contained in **Box 2.1**.

## 2. Identifying children who may be in child labour and those at risk

Teachers and education workers are in a key position to identify children involved in child labour and who may be at risk of dropping out of school by observing their activities and behaviour in and outside the classroom. The following may indicate that children are involved in child labour, although of course they may have other causes. Teachers should be aware of and look out for indications in children and young people such as those who:

- Show signs of physical weakness or injury;
- Regularly miss school, come to school late or leave early;
- Show signs of tiredness, fall asleep in class or have problems concentrating;
- Consistently fail to do the required homework, revision or lesson preparation.

Teachers should be vigilant with regard to these signs in children whose siblings are known to be engaged in child labour. It is important that teacher monitoring not be done in isolation but have the support of a network that may include teacher colleagues, education authorities, the teachers' union, school and training site administration and inspectors and agencies or experts outside the school that are dedicated to ending child labour. Education initiatives should be linked to child labour monitoring systems under a common framework to avoid children and young people

identified as at risk or those removed from child labour and returning to school falling into cracks that lead them back into child labour.

An exercise/activity to reflect further on these questions is proposed in **Box 2.2**.

It could be helpful as part of this process to use case studies such as the one set out in **Box 2.3** as an exercise in identifying signs of child labour.

## 3. Monitoring learners' attendance and learning progress

Two common signs indicating that a child may be involved in child labour are irregular attendance and failing to make satisfactory learning progress. The teacher is the first person to notice if children attend classes regularly and also the best placed person to monitor learning progress.

### Box 2.2. Activity on child labour monitoring mechanisms

In your training programme or as part of a school group discussion on such situations, some points for reflection might include:

- Is there a mechanism in your school to identify children at risk of ending in child labour? Who can provide support in your monitoring efforts?
- Does your school use any kind of monitoring system?
- In addition to the list above, can you think of other behaviours which indicate that children may be involved in child labour?
- Have any of your pupils been involved in child labour in the past? How did you know this?
- Do you currently suspect any of your pupils may be involved in child labour? What are the indications of their involvement?

### Box 2.3. A case study and exercise on child labour: Recognizing warning signs as a first step to action

Peter is a class five primary school teacher in Misyamo Primary school in Mbarara district, Uganda. He has been teaching in this school for the past five years. The school is located in a rural part of the country. The community earns most of its income through the sale of agricultural produce at the local market. All family members have to join hands and work together for a living.

Peter teaches Bosco, a class five primary pupil. Bosco comes late to school almost every day. Peter may or may not know why. Given the background of families in this community, most likely this is due to domestic chores every morning and perhaps in the evening. For example, a typical day for Bosco begins very early around 5:30am when he goes to work either in the banana plantation or weeds some crops growing in the gardens. Afterwards, he may fetch a 20 litter jug of water from a well and take his mother's four goats to graze in the nearby farm before he prepares himself for school. He is often punished for coming to school late. Sometimes, he is punished for not completing his homework. At times, Bosco escapes from school to go home early in order to complete some of the unfinished work on crops from the morning. He risks being punished again by Peter if he is discovered, not always obvious in a class that typically has more than 50 children in it. To make matters worse, Bosco goes to sleep late most nights, often beyond midnight because he helps attend at his mother's small bar that provides a supplement to the family's meagre income. Bosco ends a typical day very late, tired and begins again very early the next morning.

It would be useful to analyze this (or a similar) situation in your teacher training programme or professional development course or as part of a formal or informal study group in your school. Some points for reflection to guide this exercise could include:

- Why is Bosco behaving in this way: coming to school late, leaving early and failing to complete his homework? If you were Peter, how would you go about finding out - in discussion with Bosco, with other children, with his parents, with other teachers or the school principal?
- Once you knew the reasons for Bosco's poor school attendance and work, what could you do as a teacher, individually or with other members of the school team to address this behavior?
- What other measures can a teacher take to support or monitor pupils' attendance and individual concerns in order to identify those at risk of ending in child labour
- What can the teacher do to support him monitor his pupils' attendance and individual concerns so as to identify those at risk of ending in child labour?

Teachers can use the following tools to monitor children's attendance:

- **A class register:** the purpose of the class register is to keep track of which learners are present, which are absent and to observe patterns in the presences and absences of particular pupils. A class register helps the teacher to know which days certain learners are regularly absent and, if possible, why they are absent. The class register should be kept carefully and systematically by the teacher and should be regularly scrutinised by the head of year or the school principal or deputy principal. In this way it is an administrative record of accountability for future reference as a basis to provide help, guidance and counselling to pupils and their parents/guardians, where regular absences are recorded. It may also provide the teacher with different kinds of information about the learner i.e. their names, family situation, religion, ethnic origin (in countries where this information may be recorded) and other particulars, which can help the teacher to know the learner better and therefore guide the teaching process;
- **Teacher self-evaluation:** as the teacher teaches and evaluates his/her lessons, the learners' attendance level can give some indication of their weaknesses and strengths; if there is a systematically high level of absence on a particular day, this may suggest the lessons on that day are not sufficiently engaging. This insight may help the teacher to assess and then reflect on and improve his/her own performance;
- **Parents-teachers association meetings, community mobilisation meetings and school open days/visiting days** allow direct interaction between parents/guardians and teachers, which can be very useful in monitoring learners' school attendance and discovering factors which affect their attendance. During these meetings, parents/guardians can inform the teacher of important

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events affecting their child, and share information or express their concerns regarding their child's behaviour or progress at school. Teachers can use these opportunities to try and understand the reasons for unexplained absences or behaviour changes and seek to identify remedies for these in consultation with parents/guardians.

Experience from several school-based monitoring efforts points to the importance of training and recognition of the constraints on working time and conditions for monitoring to be successful. Without specific training, support to establish some form of monitoring mechanism from the school principal/director or an external source specialised in child labour, and especially without an understanding that the already crowded working time and the limited salaries in many poor countries or regions of countries need to be addressed, teacher-based child labour monitoring

may not be sustainable over time. Solutions to these problems come from higher status, better salaries and teaching conditions, as argued in the Introduction and Module 1. Otherwise, some form of compensation may need to be built into monitoring mechanisms, as the example of Cambodia illustrates (**Box 2.4**).

Monitoring mechanisms are important tools to identify vulnerable children and young people. However, the normal work expected of teachers as professionals to monitor children's learning progress by using continuous formative assessment may also help prevent school dropouts and child labour. This includes all the assessment activities that take place in the classroom, from the day-to-day questioning by teachers, through to periodic formal assessments, which provide opportunities for learners to show they can combine all their learning to date. Continuous

### Box 2.4. Good practice and lessons to be learned: Strengthening school retention through school-based child labour monitoring mechanisms in Cambodia

In Cambodia ILO-IPEC set up school-based child labour monitoring mechanisms to prevent former child labourers and at-risk children from dropping out of school. In Kampot and Sihanouk Ville districts, ILO-IPEC has worked with teachers and school administrators in primary and secondary schools to develop a school child labour warning system in project schools.

School teachers and administrators took part in training on children's rights using a resource kit produced by an experienced local NGO working on children's rights and the local child labour problem in fishing, salt production and rubber plantations. Teachers were given detailed information on these issues and how to raise awareness among children and parents and were also trained in training techniques to be able to instruct others in the same way. Teachers continuously monitored children's records of school attendance, their interests in schoolwork and their physical and emotional health. Teachers tried to integrate the issues

of child labour into various subjects they taught in class. In addition, they organised special extra-curricular activities for children at risk for 2 hours a week. When they saw signs that children were regularly missing school or their school performance deteriorated significantly, they would contact the parents concerned to encourage them to help keep their children in school.

Incentive schemes were an important part of the monitoring mechanism. The teachers received a small monthly grant of money to cover transportation costs incurred in attending training and visiting parents. Because teacher salaries were very low compared to the cost of living, many held supplementary jobs. To offset the additional work and responsibilities caused by organising special sessions for at-risk children every week, monitoring and observing the children and visiting the parents and families, teachers received a monthly subsidy as remuneration for taking on extra tasks during the project.

Although promising as a way of assisting school teachers and administrators to develop monitoring of at risk children, concerns have been raised about long-term sustainability of the programme after ILO-IPEC funding ends.

Source:  
ILO-IPEC: Education  
as an Intervention  
Strategy to  
Eliminate  
and Prevent  
Child Labour:  
consolidated  
good practices of  
the International  
Programme on the  
Elimination of Child  
Labour.

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formative assessment is integrated within the curriculum and promotes assessment for learning in the classroom, in which both teachers and learners are learning through the assessment process. Continuous formative assessment involves:

- Sharing learning objectives and success criteria with learners;
- Helping learners know the standards they are aiming for;
- Providing feedback that helps learners to identify improvement;
- Both the teacher and the learner reflecting on learners' performance;
- Learners learning self-assessment techniques to discover areas for improvement;
- Recognising that motivation and self-esteem are crucial for effective learning and progress and can be increased through effective assessment techniques.

Many different types of information can be used to assess children's progress, both individually and as a class:

- Observation of a child/group working;
- Questioning;
- Child-to-child discussion;
- Child-to-teacher discussion;
- Matching of key concepts to definitions to show understanding;
- Demonstration through class presentations;
- Drawings, labelled diagrams, graphs, models, drama, games (e.g. true/false), quizzes, multiple choice questions;

- Peer assessment, self-assessment;
- Completion of worksheets, completion of written work;
- Role-play;
- Oral and written tests.

Recording this information is essential. Just as keeping a class register enables to monitor pupils' attendance, keeping accurate records of their continuous formative assessment enables the teacher to monitor learning progress. This then provides the basis for identifying potential problems and deciding on necessary actions, such as remedial lessons or discussions with parents/guardians, before it is too late.

## 4. Sensitising and educating learners about child labour

Particularly in environments where children and young people are vulnerable to child labour, teachers, support personnel and school principals have an important role to sensitise and educate children about their rights and responsibilities and about child-labour and its negative consequences. In order to do this effectively, the teacher should have a clear understanding of the subject (definition, potential causes, rights set out in national or international standards and information on child labour issues presented in the Introduction and in Module 1).

The curriculum in some countries extensively focuses on the questions of rights and responsibilities. Whether this is the case or not, although understanding of rights and responsibilities varies between different cultures, it is important that teachers focus on the links between the two concepts, especially that rights come with responsibilities and responsibilities with rights. Children and young people need to think about and understand

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the concept of rights and responsibilities, not just to be able to recite a list. Once they have grasped the concept, they may be able to suggest examples of rights and responsibilities on their own. These may include (the list is not exhaustive):

### Rights

- Access to quality education
- A life of dignity without exploitation
- Expressing their feelings and beliefs freely in a democratic society
- Eating healthily, having access to health care, shelter and other basic needs

### Responsibilities

- Being able to identify oneself to adults – name, personal details, family, and residence.
- Taking care of one's personal hygiene, health, appearance and possessions
- Participating in house hold or family chores that are central to family welfare but do not prevent education or training
- Attending school daily, on time, following lessons and doing homework
- Reporting any form of child abuse, including sexual harassment, to a responsible adult (teachers, parents/guardians, the police, as appropriate).

Where foreseen within the defined curriculum and using methods learned in teacher training and professional development programmes, including this Module, teachers can deliver lessons which explicitly focus on child labour and on children's rights and responsibilities. However, often teachers do not feel able to teach subjects which are not explicitly covered by the

curriculum. In this case it is still possible to sensitise children to the negative effects of child labour and make them aware of their rights and responsibilities: these themes and messages can be incorporated into many class activities, without neglecting the curriculum or school programme. In particular, reading and writing activities (such as creative writing) and speaking activities (such as drama and debates) can be used. Teachers and school principals or directors can also ensure the message about child labour is reinforced during school assemblies and other meetings. More information and examples are given below and in Module 3.

The following are examples of tools and strategies teachers, teaching support staff and school principals or directors can use to sensitise and educate learners about child labour:

- **Assembly messages:** Information related to child-labour and its negative consequences can be disseminated to learners during school assemblies or other meetings. The language used should be accessible to and understandable by the children and young people and should be age-appropriate. Colourful and thought provoking language may be used to get the message across; however this should not be inappropriate or frightening to children.
- **Poster messages:** carefully worded, thought-provoking messages can be printed on posters and placed strategically and visibly around the school and related areas (dormitory/sleeping areas or recreational spaces, if separate from the school buildings). Impact will be increased if the posters appear at the same time as the message is delivered in assembly or other meetings.
- **Debates:** debates may be used either as part of literacy and oral expression classes or after-school activities. Regular debates encourage learners

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to research topics, obtain objective, up-to-date information and formulate arguments in favour of or against particular positions. Learners can take turns being the main speakers but all learners in a class can prepare a number of key points they wish to make. Debates may take the form of competitions between classes, streams or schools, boys versus girls, or upper classes versus lower classes to break the monotony of always debating within the same groups. Where appropriate, rewards may be awarded to the best participants, in order to motivate and thank all participants for participating. However, care should be taken not to focus exclusively on the 'prize-winning' students: less able students should also be encouraged to think about the issues and prepare their arguments.

- Drama:** Drama is an excellent way of developing pupils' capacity to express different opinions and points of view and to affirm and defend their rights. Even timid pupils may find their voice in this way and become more able to assert their rights. Themes related to the rights of children and young people versus child-labour may be acted out, possibly in the form of inter-class drama competitions. It may be possible to take these performances into neighbouring schools or to perform them for the wider community. This may be accompanied by music and dancing. Teachers should encourage full participation of all class or school members and the use of locally made materials as props and costumes while acting out plays relating to the theme of child-labour.
- Formation of writers' clubs/circles:** During literacy or creative writing lessons, or in after-school clubs or circles, teachers should encourage children to write about their own and other people's experiences related to child-labour. Their accounts may be biographical or fictional, depending on their experience. They may share their writing with other pupils and respond to one another's accounts. Teachers should be prepared to deal with

sensitive and personal information and experiences which may be revealed by pupils in this way and may decide to follow up with individual pupils who have difficult stories to tell. If teachers do not feel able or trained to provide the necessary support, they should seek guidance and support from their school principal/director or deputy principal/director or from an education union representative specialising in child labour issues.

- Examples in lessons:** during the various subject lessons (mathematics, history, geography, health, social studies, etc.), where appropriate to the subject matter, teachers may use examples related to child-labour and its consequences for emphasis. These should be carefully chosen to illustrate the point naturally, not contrived.
- Arts:** art and craft lessons, and other lessons in expressive arts such as music and dance, can all be used by teachers and pupils to express their feelings about child-labour and help underline the main messages.
- Teacher to-teacher communication:** teachers may sensitise their colleagues about the practices and negative consequences of child-labour and abuse in professional meetings and in day-to-day conversation, speaking openly about this issue. School principals may provide leadership by sensitising teachers and ensuring this question is seen as a priority within the school.
- Gender equality:** given the overlap between questions of child labour and gender, especially in domestic labour which is more often done by girls in the absence of child care systems, class work and discussions with a focus on gender issues may naturally be extended to include discussion of child labour issues.
- Teachers as role models:** teachers and school principals should make sure they do not abuse their positions and promote child labour. Sometimes teachers have used their status as teacher to make

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pupils perform domestic tasks for them, either during class time or after classes, such as fetching water, collecting firewood, digging their gardens or other small favours depending on the local context. Suggesting that pupils should perform jobs for them, either in exchange for good marks or simply because of their position, is unacceptable professional behaviour by teachers or other education workers, and it undercuts the message delivered by other learning activities.

An activity that can be used to reinforce teaching practice ideas is set out in **Box 2.5**.

## Box 2.5. Activity: Teaching about child labour

As part of the training or professional development programme, organize group work using discussion questions such as the following:

1. What do you think should be the role of the teacher in sensitising pupils about child labour and its negative consequences? Do teachers have more or better opportunities to approach the question of child labour than other adults? Explain why?
2. As a group, discuss ways child labour may be used at school. How can this be prevented? What is the role of: a) the teachers; b) the school principal/director or their deputy; c) the pupils in preventing child labour within schools?
3. Can you think of a lesson you have taught recently where it would have been natural to include a focus on child labour as an example? Think how you would incorporate this example into the lesson in the future.
4. In addition to the examples cited in this section, can you think of other examples of rights and responsibilities of children which are particularly relevant or important in your own culture in relation to child labour?

## 5. Guiding and counselling learners

Where a teacher discovers that that one or several learners are affected by child labour and/or abuse, he/she may offer basic advice and counselling to the children or young people. Teachers should receive training to perform this delicate task and should be supported by their school principal/director or deputy principal/director or by an education union representative specialising in child labour issues. Teachers should not attempt to go beyond the limits of their competence and training and should seek help and support where necessary.

Where the situation is complex and intervening might put either the child or the teacher at risk, the teacher should take advice before acting and should be accompanied by the principal/director, deputy principal/director or a teacher's union representative, who have themselves received adequate training, when attending any meetings or discussions with the parents or employers of the children affected by child labour and/or abuse.

In less delicate cases, a well-trained, well-prepared teacher may carry out effective guidance and counselling of learners affected by child labour. When talking with students who are also workers, teachers should show they understand the difficulties and pressures they face and work with them to develop strategies to leave child labour, for example deciding what to say to parents or employers and how to withstand pressures to remain in child labour. It is important to adopt the right attitude towards learners. The teacher should:

- Feel and demonstrate empathy and respect for the learner.
- Behave sincerely with the learner and give only constructive responses.

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- Be able to make a preliminary assessment of the needs of the learner and offer support in the short term, and then seek advice, guidance and support in how to follow up. Alternatively and as appropriate, the teacher should arrange for appropriate follow-up from a qualified source (a professional counselling service, doctor or other health professional, social worker, specially trained union resource person, etc.) as necessary and available.
- Continue to support the learner during the entire counselling process.

### *Points for reflection:*

1. *Have you ever identified and tried to guide and counsel learners affected by child labour? How did you go about this? Do you think it was successful? What was the outcome? Is there anything you would do differently now after using this manual or undergoing training on child labour?*
2. *What kind of information, qualities and skills does a teacher need to counsel children or young people affected by child labour?*
3. *What are the limits of a teacher's role and responsibility in counselling children affected by child labour?*
4. *Where can teachers obtain support and help in guiding and counselling learners affected by child labour?*

## 6. Providing life skills to enable children to take responsible/ appropriate actions/choices

Teachers can support learners in acquiring life skills to help them cope with different situations that might otherwise make them vulnerable, drop out of school and subsequently end up in child labour. Although it is by no means the case that children always decide to enter child labour, where there is a risk of children coming under pressure to make such a decision, such information and skills can help learners to make

informed decisions, supporting them to resist peer pressure or pressure from adults, being assertive whilst responding to adults respectfully.

Life skills useful in resisting child labour include, but are not limited to:

- Awareness of the risks which generally lead to pupils falling into child labour and dropping out of school;
- Personal management skills; and
- General social skills.

Promoting awareness of the risks of falling into child labour enables children and adolescents to recognise and challenge perceived ideas about child labour in their culture. Training in critical thinking skills through coaching, discussion and role play enables children and adolescents to resist pressures to become child labourers. Personal management skills teach children and adolescents how to set goals, make decisions, analyse problems and consider the consequences of their actions before making a decision. They learn that they do have real choices and how to affirm these. General social skills teach children and adolescents to communicate effectively, including with people who may be attempting to force them into child labour, and state their position clearly and firmly, avoid misunderstandings. They learn to respond to requests or orders and take part effectively in conversations. Life skills training teaches students that they have choices other than passively accepting the will of adults who wish to make them work abusively.

Teachers need to be thoroughly sensitised and trained to support learners in acquiring the relevant life skills to resist child labour. Once trained, teachers may consider using some of the following activities to promote life skills:

- Integrating the acquisition of life skills in regular teaching and other school activities, particularly

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Source: ILO Education as an Intervention Strategy to Eliminate and Prevent Child Labour: consolidated good practices of the International Programme on the Elimination of Child Labour, 2013.

### Box 2.6. Union good practice: Education for children working in the footwear sector in Bandung, Indonesia

Out-of-class support to schooling, whether academic or extracurricular in nature, has been shown to be effective in retaining children involved in child labour in school. In Bandung, Indonesia, many primary school children worked in the footwear industry and were often absent from class which affected their overall performance and results. Many abandoned schooling after primary education. The Teachers' Association (PGRI) of Bojongloa Kidulsub-district started remedial courses for children outside school hours, to help them with the subjects to be tested in national examinations. The PGRI managed to involve alumni students in the programme as a way to provide good and motivated role models. The teachers, alumni and community leaders were given detailed briefings. Remedial classes were held three days a week with three hours of instruction per day. A group of teachers and alumni students prepared the course content and materials based on learning packages developed by the Ministry of National Education and discussions with various stakeholders.

By the end of first phase, 78% of children aged 12 to 14-years-old who participated in the remedial course, all of whom were child labourers, continued on to state junior high school, 13% continued on to Islamic boarding school, while only 9% did not continue their education. The latter group, including orphans and very poor children, admitted that they still worked to earn money. In the second phase, nearly twice as many students (almost evenly divided between boys and girls) from grades 4, 5 and 6 benefited from the remedial courses, the vast majority children from poor families.

There was a shared commitment motivating all parties to support the remedial classes; "pride" in the programme also became a motivating force among the children. The success of the project's remedial classes had a positive knock-on effect on the overall achievement of the primary school students in the Bojongloa Kidul sub-district, as shown through the increasing number of children who continued in higher education and the improvement of their performance in the national final exams.

literacy, creative writing and oral exercises. These may include debates, drama, class discussions, producing mock-press releases, reviews, songs, plays, diary entries, poems, interviews, letter writing, experience sharing, puzzles, games, illustrations, cartoons, maps, charts, photographs and audio-visual activities;

- Use of resource persons, particularly with personal experience of child labour, to give talks to learners about child labour and how to avoid/combat it;
- Organising exceptional classroom activities or special workshops such as essay or story writing competitions or community based radio programmes and talk shows;
- Integrating the acquisition of life skills into other school activities, such as assemblies;
- Drawing up an action plan to enable pupils to identify and document the skills they will use to resist child labour if approached.

One example of remedial teaching and helping children develop more positive attitudes towards schooling in order to confront child labour in Indonesia is provided in **Box 2.6**.

## 7. Communicating with parents, the school community, PTA and other structures

Teachers and education workers are not alone as adults in combating child labour and should not feel isolated in this role. Working through their union or directly as appropriate to the situation, they should liaise and communicate fully with other stakeholders, beginning with parents/guardians, the school community, Parent Teacher Associations (PTAs) and other structures such as school councils or school management committees.

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Teachers may also liaise and communicate as appropriate with other key actors and structures in the wider community, which play specific roles linked to the school, including local councils in charge of children's affairs, community-based and other Civil Society Organisations, government child welfare staff, police or other trade unions.

Through their outreach and communication work, teachers, school principals/directors and deputy principals/directors can provide guidance and counselling on child labour issues and children remaining in education to parents, fellow teachers and members of the community most directly involved in the school, i.e. members of PTAs and the school management committee, especially through meetings and special school events or speech days. These provide opportunities to discuss topics such as:

- The importance of equal opportunities for girls and boys;
- How to support children who have to travel long distances to and from school;
- How to support the teaching and learning process; and
- The need to show love and concern to all children.

Sensitising other adults on child labour issues means they are more likely to be supportive of teachers in their work with pupils on the same issues.

Close liaison with parents/guardians on the issue of child labour is vital, in order to stress to parents/guardians the importance of regular school attendance and avoiding child labour and for parents/guardians to reinforce this message with their children. Unless parents/guardians are convinced of the importance of regular school attendance and the evils of child labour, merely targeting pupils will be a losing battle.

Teachers can use individual meetings with parents and collective occasions such as PTA meetings, community mobilisation meetings and school open days/ visiting days to sensitise parents/guardians on this issue. The example from Cambodia (Box 2.4 above) illustrates how teachers' visits to parents and guardians of children who were regularly missing school or whose school performance had deteriorated significantly can have an impact.

The school directors/school council/management committees and PTAs have a key role in making the school a child friendly and safe environment. Without support from this level, nothing will be fully achieved. Whereas teachers have direct responsibilities for the learners in their classrooms, the school directors and school councils are responsible for linking the school to the wider community and ensuring support and cooperation. It is therefore essential that they support and cooperate with any school level campaign or action to combat child labour.

The school management committee and the PTA should help school principals/directors, deputy principals/directors and teachers in planning, organising, guiding, controlling, coordinating, and budgeting campaigns or actions against child labour and for education. The engagement of all stakeholders in monitoring and evaluating such activities taking place at school can make a significant difference in success or failure, hence the importance of communication and outreach of teachers and school directors with these stakeholders.

A suggested activity to help develop concrete actions dealing with potential or actual child labour situations in their school is set out in **Box 2.7**.

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## 8. Summing up: Training and partnerships in helping teachers with child labour work

This Module has emphasised the important roles that teachers and other education staff can play in the interlinked goals of providing quality education for all learners and helping to prevent and end child labour. Central to success are two concepts – careful training and strong partnerships between teacher unions, teacher training programmes, education authorities and specialised agencies dealing with child labour. The

resulting training programmes address many if not all of the multiple roles and responsibilities that teachers and education workers are asked to assume in the worldwide effort to put an end to child labour. Two examples from Brazil and Chile are cited in **Box 2.8**.

### Box 2.7. Activity on a school-based action plan

After studying this module, a useful group exercise is to draw up a school level action plan. In groups, discuss and complete the following table, adding further activities and filling in the dates, “who is responsible” and “who to work with” columns.

DATE	ACTION	WHO IS RESPONSIBLE	WHO TO WORK WITH
Beginning of the first term/ semester	Development of a class attendance register	Class teacher	School administrators, head teacher/school director, parents
As soon as possible	Bringing other teachers on board to engage in child labour issues		
	Planning the scheme of work and lesson plans to integrate life skills; sex education	Department heads, head teacher/school director	
	Assessing each individual learner and analysing the necessary support (those at risk of child labour, counselling needs, etc.)		Other teachers
	Implementing actions to promote learner-friendly school environments; sex education		
	Implementing actions to promote message dissemination and other school level actions- school clubs		

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## Box 2.8. Teacher training - Building the capacity of national institutions to combat child labour: good practice from Brazil and Chile

Working with education associations to strengthen teacher training has been a successful strategy in mobilising teachers to combat child labour. Brazil's "National Programme to Eradicate Child Labour" (Programa de Erradicação do Trabalho Infantil - PETI) has trained teachers and education workers on child labour issues and skills as part of the national programme Jornada Escola Ampliada, the "extended school day", with technical and financial support from ILO-IPEC. Ministries of Education and the local education authorities assumed responsibility for the design of their own teacher training programmes and materials on child labour issues as part of the extended school day programme's implementation. This aimed to reduce the likelihood that children would combine work and school and to free up adult household members for work, job training or other productive activities. The training modules included: extended learning opportunities; capacity-building for cultural development through workshops in theatre, plastic arts, popular and recreational games; citizenship and family; and body art and culture. In this latter module, training participants tried out their newly acquired skills to organise classes for learners. More than 500 education professionals took part in the training programme, including teachers and other educators, early childhood care workers, social workers, officials in municipal secretariats responsible for social assistance and education, as well as those from the national PETI programme.

In Chile, the education union, Colegio de Profesores de Chile, organised a national seminar to design and validate tools and methodologies for teacher training and a series of teacher training workshops on child labour issues aimed at mobilisation and capacity-building within the union for long-term action. The programme also benefitted from ILO-IPEC support, with the collaboration reinforcing the

support of the education union for the national campaign against child labour. A three-module workshop programme was designed which highlighted respectively children's rights, the invisibility of child labour and teaching activities for its prevention and elimination. The training was complemented by two support manuals: one on the process of awareness-raising, including theoretical background and information about support for teachers; and the second including teaching materials and examples of classroom activities. The feedback from teachers was very positive. Some 350 teachers attended workshops held in different regions of the country.

In both countries, the training-of-trainers (TOT) approach was central to the delivery of teacher training: the trained teachers became a group of experts who acted as catalysts for change within the education system. The success of this approach owes much to the careful selection of teachers to be trained as trainers; the skill of individual trainers; the suitability of the training materials; and an effective mix of classroom and field-oriented training activities. In Brazil, TOT workshops using the four module training programme were organised for education professionals and administrators in two states. These trained educators became multiplier agents in 60 different project sites involved in the extended school day programme. In Chile, the national seminar was also based on a TOT approach. Participants drew up a regional and national map of the distribution and classification of child labour, based on which the teachers' union designed a teacher training plan covering all regions throughout the country. The trained union members then organised series of training workshops in their respective region. The education union formed a national consultative committee for the prevention and elimination of child labour after the teacher training programme. Thirty-four teams of trained teachers were established in different parts of the country to create a network for prevention and self-management.

Source: ILO-IPEC: Education as an Intervention Strategy to Eliminate and Prevent Child Labour: consolidated good practices of the International Programme on the Elimination of Child Labour

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## MODULE 3: Guidance on teaching children of different ages about child labour

In addition to promoting and contributing to a learner-friendly, motivating school environment, and identifying, monitoring, guiding and counselling children and young people at risk of child labour, teachers, support personnel and education workers have an important role to play in teaching pupils about child labour. This will include discussing the issue with learners during the course of the teaching and learning process, and providing them with the tools and skills to both argue coherently against child labour and resist personally falling victim to it.

As described in section 4 of Module 2, in order to sensitise children to the negative effects of child labour and make them aware of their rights and responsibilities, teachers can both:

- Deliver lessons which explicitly focus on child labour and on children's rights and responsibilities; and
- Incorporate the themes and messages of child labour into many class activities, either by using examples related to child labour or by using the theme to develop skills such as literacy, creative writing, oral expression, life skills or the expressive arts.

A thematic approach to primary teaching can allow the same theme to be treated across a variety of different subjects and skills. This integrated form of teaching and learning enables pupils to develop new concepts and understanding, consolidate learning and make connections between previous and new learning.

When planning any teaching, educators will define

the learning objectives (sometimes called 'learning outcomes'). These must be appropriate to the age and level of the pupils and may cover subject knowledge, or skills, or a combination of these. Teachers will choose appropriate activities in order to allow pupils to achieve these learning objectives. If the activities require the use of specific teaching and learning materials, these must be appropriate to the learning objectives and to the age and level of the pupils, and will be chosen or created by the teacher accordingly.

To effectively reach everyone, activities chosen should be inclusive of and appropriate to all pupils, including those with different special educational needs. Activities should be adapted to suit pupils with different learning styles and needs, and differentiated activities should be planned so that, for example, pupils who need more time to complete a task are able to work at their own pace.

The guiding principle in establishing and helping pupils meet learning objectives is that pupils should know, understand and be able to state what they are learning, instead of merely knowing what they are doing.

Here are some examples of learning objectives, which are appropriate for pupils of differing ages. Learners can:

- Explain the concept of rights
- State two rights and two responsibilities
- Explain the link between rights and responsibilities
- Define child labour using appropriate vocabulary

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- Name four dangers of child labour
- Identify situations that sometimes lead children into child labour
- Use role play to demonstrate assertiveness in resisting all forms of child labour
- Argue persuasively giving several reasons why a schoolmate should not engage in child labour
- Dramatise an exchange between two protagonists, where one is resisting the other's attempts to send him/her to work in harsh conditions for a neighbour
- Differentiate between child labour and acceptable household chores which do not interfere with schooling

Once the learning objectives are defined, appropriate activities need to be selected which will help pupils to achieve the learning objectives. Where these are needed, appropriate teaching and learning materials need to be identified or created.

Below are some examples of activities associated with child labour issues which have been developed by teachers. These sample activities do not constitute full lessons but can be used, partially used or adapted by teachers to support the learning objectives they have defined. The activities will be most successful if used not in isolation but in association with one another as part of an integrated, thematic approach, in order to build up and develop learners' knowledge and understanding of the different aspects of child labour, using different subjects, skills and media.

The advice from others who have developed the activities is to be selective and creative in adapting any activities to the learning context, especially:

- Teachers should feel free to pick parts of the suggested activities and use them in different lessons like language lessons, arts and crafts,

music and others.

- Be creative and change the case studies provided to suit your learners, the geographical locality, and the situations that commonly lead children there into child labour. Forms of child labour differ from area to area but may include working on farms, tea or coffee estates, in markets, gardens, brick factories, garment factories, as domestic servants and many others.
- Always give learners a chance to come up with their own creative ideas and do not restrict them with your own examples.

### Activities

There are 10 activities suggested below, which include: reading and writing exercises; dramatisation and speaking such as role-play, drama and debate; music and art; and advocacy:

1. Reading aloud or silently, understanding written texts and class discussion
2. Creative writing and writing about real life experiences
3. Writing different genres or forms such as poems and articles
4. Dramatising dialogue/Role play
5. Debate
6. Drama
7. Using music to express feelings and mobilise support
8. Art
9. Community Art Murals
10. Planning an advocacy campaign

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## Activity 1: Reading aloud or silently, understanding written texts and class discussion

Reading and thinking about a text that describes a real life situation in which child labour competes with education opportunities offers a teacher the opportunity to use a core learning exercise – reading – with text analysis that can build critical reasoning and thinking skills, particularly important for children and young people to develop in regard to the often difficult choices to be made between education/training and child labour.

### Sample story 1 – Box 3.1.

#### Learning objectives:

- Learners can explain the concept of rights
- Learners can explain the link between rights and responsibilities
- Learners can discuss abstract concepts presented in a concrete context
- Learners can fluently read a short text aloud, whilst understanding the content

#### Suggestions for reading the text:

Depending on the level of reading already reached, one of the following may be used:

- The teacher reads the story to the learners, then they read it aloud in pairs before doing the follow up activities individually.
- One of the learners reads out the story to the others and the pupils do the follow-up activities as a class.
- The learners read the story aloud to one another in pairs then do the follow-up activities in pairs.
- The teacher uses a variation which is appropriate to the level of reading in the class.

#### Suggested follow up activities

Discuss the following questions:

- What did Mr Bango say to Ali?
- Why did Abdul tell his brother that Ali should be allowed to become a teacher?
- Do you agree more with Mr Bango or Abdul?
- Imagine the rest of the conversation between Mr Bango, Abdul, Ali and Sarah. What do you think they would each say next?

#### Class discussion

Abdul told Mr Bango that for each right there is a responsibility. Discuss the links between rights and responsibilities as a class. After the discussion, learners may complete the **table 3.1** below; this may be done working in pairs or as homework.

### Box 3.1. Sample Story 1

In a family of four, Mr. and Mrs. Suleiman Bango had two children, Ali and Sarah. One day, Mr. Bango's brother, Abdul, who was a teacher by profession, came to visit the family. After Ali and Sarah had greeted him, he asked each of them what they wanted to study and what career they wanted to pursue.

Ali said he wanted to be a teacher and Sarah said she wanted to be a doctor. Their father quickly joined the conversation and said he could not allow his son to become a teacher. He insisted that Ali could either do law to become a lawyer or study to become an engineer. Abdul told his brother that he needed to respect the choice of his son because children have a right to participate in decision making. He went on to inform him about other rights of children such as the right to life and survival and the right to development and protection. He also informed him that for each right, there is a responsibility.

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## Sample story 2 – Box 3.2.

### Learning objectives:

- Learners can identify situations that sometimes lead children into child labour
- Learners can discuss abstract concepts presented in a concrete context
- Learners can read a short text silently for understanding
- Learners can use role play to demonstrate assertiveness in resisting all forms of child labour

### Suggestions for reading the text:

Depending on the level of reading already reached, one of the following may be used:

- The learners read the story silently then one learner reads it aloud before doing the follow up activities as a class.
- The learners read the story silently then do the follow up activities in pairs.
- The teacher uses a variation which is appropriate to the level of reading of the class.

### Suggested follow up activities

Discuss the following questions:

- What were the different circumstances which led Jane to work as a house maid?
- Why do you think Jane’s mother allowed her uncle to take Jane to the town?
- What should Jane’s mother do now to help her daughter out of her current situation?
- What should Jane do now to get out of her current situation?
- What advice would you give to women who have lost their husbands with regard to caring for their children?
- What advice would you give to children who are forced into child labour in such a situation?
- Ask pupils to write out their dialogues, using the discussion to improve them (this can be done as homework and a sample of dialogues read out the next day).

Table 3.1. Children’s rights and responsibilities

Child Rights	Parent/Guardian’s Role	Children’s Responsibility
Right to Life and Survival	Provide medical care, nutritious food, shelter and clothing for all family members	<ul style="list-style-type: none"> <li>- Take medicine provided by adults when sick</li> <li>- Eat all types of food offered by adults</li> <li>- Look after ones clothes and keep them clean</li> </ul>
Right to Participation	Allow children to participate in decisions which affect them	
Right to Protection		
Right to Development		

### Box 3.2. Sample Story 2

A girl named Jane lived with her father and mother. When Jane was 10 years, her father died. Her mother had no job to enable her to look after her children and pay school fees for them. She had four children and Jane was the eldest. One day Jane’s uncle who lived in town visited Jane’s mother. He requested Jane’s mother to allow him to take Jane to town, promising that he would put her in school and pay her school fees. Jane’s mother accepted. A year later Jane’s mother got information from another relative that Jane was not attending school. Her uncle had given her away to work as a house maid.

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## Activity 2: Creative writing and writing about real life experiences

Sometimes words are so strong that that reading or writing them can cause changes in attitudes or real life experiences. Where children are engaged in child labour they may have difficulty or feel ashamed to talk about certain of their experiences. Writing can be therapeutic, helping children to tell their story and express their inner feelings. Other children will not have had such difficult personal experiences but may know of children who have or may simply be aware of the issues. Whatever their situation and experience, writing about imagined or real life experiences, about themselves or about a real or created protagonist can be very helpful. It may be preferable for children to write anonymously, without giving their names. Writing about strategies to leave and ways out of child labour can be the beginning of acquiring the life skills to resist or to encourage others to resist child labour.

### Sample story 1 – Box 3.1.

#### Learning objectives:

- Learners can write an account in the first person (fictional or autobiographical) of a child who became involved in then managed to get out of child labour.
- Learners can identify situations that lead children into child labour.
- Learners can identify strategies used by children to resist and get out of child labour.
- Learners can communicate feelings and emotions through writing.
- Learners can use empathy to imagine and express the feelings and experiences of children involved in child labour.

#### Suggestions for class activities:

- Allow learners to close their eyes and breathe deeply in and out for about 1 minute.
- Still with their eyes closed, ask the learners to think about the following:
  - Any child labour activity they have ever been involved in.
  - If they have been involved, any push or pull factors that led them into child labour and whether they feel that their rights were abused.
  - Any child they know or have come across who is or was involved in child labour (this might be a relative, sibling, neighbour, or friend).
  - If they have not personally been involved or do not know a child who has been involved, they should imagine how it would feel to be a child engaged in child labour.
- Give learners the following optional guidelines to help them structure their writing:
  - Writing in the first person, introduce themselves, giving their name, where they are from, etc.
  - If they have been involved, describe any push or pull factors that led them into child labour.
  - Write down the sort of work they do or did, where and when.
  - Describe the conditions and how they are or were treated.
  - List any of the other people involved, who is or was kind to them and who does or did not treat them well.
  - Describe how they could get or got out of the child labour situation, the strategies and personal resources they could use or used to resist staying in child labour.

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- Tell about any advice they have for children finding themselves in a similar situation.

## Follow-up activities:

- Help learners to correct their essays, writing them out neatly and correcting major spelling mistakes; they might also draw and colour a pictures to illustrate their writing.
- Put up the essays in the classroom and encourage all learners to read them, being careful of the question of anonymity: if some learners have told painful stories without writing their names, their anonymity must be respected. If all learners have written in the first person, in theory all the accounts could be either autobiographical or fictional, but teachers should use discretion in protecting learners who have told particularly painful personal stories from prying classmates. In this case It might be a good idea to discuss with the learners in question whether they wish their account to be put up in the class or not.
- Ask for volunteer learners to read some of the essays to the whole class and encourage learners to talk about them, again keeping in mind the need for sensitivity towards learners who have told painful personal stories.
- Choose some essays and pin them on the school notice board or read them at the assembly.
- Where appropriate, in partnership with faith based organisations or other community groups, request the leaders to allow the school administration to display some of the essays at their places of worship or in community meeting places.

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## Activity 3: Writing different genres or forms such as poems and articles

As in Activity 2, learners can express their views and ideas through words using different genres or forms. For example, writing poems can teach learners about rhythm, rhyme, and use of colourful language and develop their imagination and creativity. Writing articles can teach learners about structuring a piece of writing, presenting arguments coherently and presenting information objectively. Learners need to learn that different language styles and forms are more suited to different types of writing.

### Learning objectives:

- Learners can identify different written forms.
- Learners can write to create impact in different forms using appropriate language.
- Learners can identify situations that lead children into child labour.
- Learners can identify strategies used by children to resist and get out of child labour.
- Learners can communicate feelings and emotions through writing.
- Learners can use empathy to imagine and express the feelings and experiences of children involved in child labour.

### Suggested activities:

- Either follow on from previous class discussions or start by allowing learners to talk about different forms of child labour, the push and pull factors that lead children and young people into child labour, their consequences and effects, how children and young people can guard against child labour, those trapped into child labour can be helped and the roles of different stakeholders in protecting children

and young people against child labour. A picture or an oral story may also be used to introduce the theme.

- Teach learners to identify different written forms and say for what they are used. This may continue over several lessons and learners may work on different forms at different times, depending on their level, the curriculum and where you are in the school programme.
- Encourage learners to compose written pieces, for example poems (Box 3.3 for sample poems by children) or articles. You may prefer for the whole class to work on one form at once, for example poems. Whatever the writing form, encourage them to use illustrations.
- Let learners read their written pieces to the whole class.

### Follow-up activities:

- Learners can present their written pieces in assembly.
- Learners can present their written pieces in a class or school magazine, or create one if it does not already exist.
- Encourage learners to share their poems and articles with those in other schools, exchanging good practices across the school network.
- If there is a community library in the area, the written pieces, whether compiled in a school magazine or not, can be duplicated and put in the community library, either individually or in the class or school magazine.

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## Box 3.3. Children's poems on child labour

### *Untitled*

- Anonymous

In this dust I live  
In this dust I am trapped  
Invisible walls surround me;  
The shade blinds my eyes, it hides everything different that I could have.  
In every grain on my hands and on my  
clothes, I feel the unbearable heaviness of the chain that refuses  
me life.

### *Walls*

- by Ivan

A wall of sand, the breeze can pull it down.  
A wall of wood, the wind can pull it down.  
A wall of bricks, the storm can pull it down.  
A wall of concrete, the hurricane can pull it down.

But a wall of injustice?  
But a wall of exploitation?  
But a wall of incomprehension?

We await  
A tornado  
Of love and solidarity!

Source: ILO-IPEC:  
"Children's poems  
on child labour",  
2008

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## Activity 4: Dramatising dialogue/Role play

### Learning objectives:

- Learners can use role play to demonstrate assertiveness and other life skills in resisting all forms of child labour
- Learners can argue persuasively giving several reasons why a schoolmate should not engage in child labour
- Learners can use convincing voice, intonation and gestures in dramatising an exchange between two protagonists, where one is resisting the other's attempts to convince him to give up school and go to work to earn money

### Suggestions for getting pupils to memorise a dialogue text – Box 3.4:

- Write the dialogue on a chart and hang it up in class for a week.
- Encourage learners to read it in their own time and memorise it.
- Ask learners to copy out the dialogue (this can be an opportunity to focus on neat and legible handwriting, use of correct punctuation etc.). Learners then learn the dialogue in pairs, practicing reciting it together.

### Suggested follow up activities:

- Ask learners to think about how each of the protagonists is feeling and how this would make them speak and behave. Ask learners to dramatis the dialogue in pairs, focussing on making their voice, tones and gestures as realistic as possible.
- Pick some pairs which have mastered the dialogue particularly convincingly and let them dramatis to the whole class.

- Talk with the class about the temptation of choosing to earn money instead of going to school and about the dangers of child labour.

### Box 3.4. Sample dialogue

- John Peter, you have not been coming to school for a month. Where are you going? Why are you not attending classes?
- Peter Oh, boy, I am no longer interested in studying. I am making money.
- John Making money? What do you mean?
- Peter Look here, I have fifty dollars right now. I can buy good clothes for myself and eat good food at a restaurant.
- John Where do you get all this money? Are you a thief?
- Peter No, I am now working at a tea estate picking tea. We pick tea all the day, the more you pick the more money you get. There are many children there. Would you like to get a job there? I can connect you to the Estate Manager.
- John You are too young to work on a tea estate. That work is for adults. Don't you get tired picking tea all day long? You need to come back to school and continue with your education.
- Peter What for? Everybody studies in order to get a job and earn money; now I am getting the money.
- John The people employing you are exploiting you. You are still a child. The work you are doing is for adults. Our teacher taught us about child labour and its dangers last week. I am sorry I cannot join you at the tea estate. I am going to continue with my studies so that I can get a good job in the future.

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- Discuss with the class the life skills demonstrated by John in the dialogue. John was able to refuse Peter's suggestion of joining him to work on the tea estate because:
  - he knew what he wanted and understood the value of education;
  - he was assertive; and
  - he could resist peer pressure.
- Ask pupils individually or in pairs to elaborate on the final part of the dialogue, where John is demonstrating these life skills, and in so doing, plan other arguments John could use to be even more convincing. Ask individual pupils to dramatise their new versions, using convincing voice, tone and body language.
- Do a visual activity where the teacher describes the tea estate and pupils close their eyes and imagine the workers at the tea estate. Let them draw what they have visualised and write a message about their picture.
- Encourage learners to write their own dialogues in pairs, focusing on the use of life skills to resist peer pressure to participate in child labour. Ask each pair to act out their dialogue for the rest of the class, who can vote which pair gives the most effective demonstration of life skills in resisting child labour.

### Role play

- A learning exercise focussed on dramatising and understanding dialogue may also be used to develop the medium of role play, in which young people can begin to experience and therefore better understand what a child labourer actually faces and feels. Though not always easy for learners who are uncomfortable with dramatisation, the requirement to try and imagine the actual experiences of others can deepen the learning process and be a useful prelude to full-scale drama or plays set out in Activity 6. This activity is best used in conjunction

with others, so that learners build up a global, more integrated understanding of issues surrounding child labour. Teachers who are not comfortable with dramatisation techniques might ask for external support to help undertake this exercise and the drama activity (6).

### Learning objectives:

- Learners develop an understanding of the physical conditions in which child labourers work.
- Learners use their imagination, empathy and creativity to develop dramatic skills.
- Learners use their dramatic skills to communicate their understanding of the physical conditions in which child labourers work and their mental and emotional stresses.

### Suggested role play activities:

- Talking through the local conditions in which they might work, either use images or ask learners to visualise and think about children working in a market, in a field or on a plantation, in a mine, textile factory or on a construction site. What do they feel? What kind of tools do they use? How do they cope with lifting heavy weights, weeding in the hot sun, digging in cramped conditions, working in a dirty industrial shop or a similar hard situation according to the job?
- Based on these images or the young people's visions of work, ask them to prepare a short role play in which one takes the role of a child labourer and one an employer.
- Variants of role playing could include a child labourer and parent, child labourer and other young people, child labourer and a respected adult member of the community, etc.

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- The role play dialogue should include:
  - the use of assertive language and behaviour which shows resistance to the pressures on the possible child labourers;
  - strategies and life skills that could be used to resist such pressures;
  - ways to seek assistance in case of danger, how not to keep quiet (breaking the culture of silence), how to be assertive and say no.
- Pupils may act out the dialogue in pairs or in front of the whole class.

## Activity 5: Debate

Debating develops public-speaking, argument or debating and communication skills. Ability to debate helps learners to think critically, research and use arguments in a structured way and communicate their thinking to other members of their community. Debate in one form or another is an essential skill of a democratic society.

### Learning objectives

- Learners can identify arguments for and against a particular motion
- Learners can use effective communications skills and assertiveness to argue persuasively in favour or against a particular motion
- Learners can anticipate the arguments of the opposing team and develop appropriate counter-arguments
- Learners can obey the rules and follow procedures of a 'formal' debate

### Suggested activities:

- A week before the debate, give learners the topic or motion to be discussed, for example 'Young children should not be engaged in commercial fishing' or 'Working in a carpet factory is particularly suitable for young children' so that they can think about the topic, discuss it with parents, friends and others and think of arguments for and against it.
- The day before the debate, ask learners to work in groups to come up with a series of arguments in favour of the topic/motion and a series of arguments against the topic/motion. Depending on the age and experience of the class, the following techniques may be used:

- Have pupils work in pairs, each pair to develop a series of arguments for and against the motion;
  - Have half the class working on arguments for and half working on arguments against the motion, either individually, in pairs or in small groups;
  - Have half the class working in groups on arguments for the motion, then anticipating the arguments which will be used by others against the motion and preparing counter arguments; at the same time, the other half of the class works in groups on arguments against the motion, then anticipates the arguments which will be used by others in favour of the motion and prepares counter arguments.
- On the day of the debate select a moderator, 3 learners to speak in favour of the topic/motion and 3 learners to speak against the topic/motion. The rest of the class members will act as the public, playing the role of parents, civic leaders, religious leaders, children, employers of children and others.
  - The moderator introduces the topic to be discussed: Example 'Young children should not be engaged in commercial fishing'. He/she then calls on the discussants from both sides to give their views. Each discussant speaks for a set time (for example, one minute in the case of younger classes, two minutes in the case of older classes) in favour or against the motion. The discussants should be told to be as convincing as possible, regardless of their own opinions, and to give a variety of arguments, not merely to repeat the arguments of their fellow discussants. The moderator then calls on the children from the public to put up their hands then give their views, speaking in their roles.

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**Note:** *The teacher should not interrupt the session in anyway, but should give reminders to the moderator (for example about time keeping) by writing these on a piece of paper and passing this to the moderator. After the contributions from the public, the discussants on each side have an opportunity to briefly sum up their arguments. At the end of the debate, the 'public' votes on which side argued most convincingly.*

## **Follow-up activities:**

- A further debate on a different aspect of child labour can be conducted as a radio talk show, where the moderator is the radio presenter and members of the public phone in to make their contributions.
- Ask learners to discuss whether they changed or modified their opinions during the debate, which speakers were convincing and which arguments were well made. Discuss the role of assertiveness in debating and what makes arguments convincing.
- Pupils may write messages about child labour based on the arguments used in the debate.
- Some of these messages can be read to the whole school during assembly time, posted in the classrooms and around the rest of the school.

## Activity 6: Drama

Drama activities, such as writing and performing plays and sketches, can empower learners to explore and understand a range of emotional and challenging situations experienced in child labour. Such activities are a more complex form of understanding and expression proposed in Activity 4, Dramatising dialogue/Role play. It may therefore require more training or external support by someone knowledgeable about drama to help teachers and learners use the activity effectively.

### Learning objectives:

- Learners demonstrate creativity and imagination in writing a play or sketch about children in child labour.
- Learners demonstrate an understanding of situations that lead children into child labour.
- Learners perform a play or sketch, demonstrating their ability to dramatise and interpret a text to transmit a message.
- Learners use drama to explore and empathise with the situations experienced by children affected by child labour.

### Suggested activities:

- Ask learners working in groups to think of a story involving a child or young person in child labour and to write a play about it.
- Alternatively, give the learners a written testimony or picture on which to base their play or sketch, such as the story of Ali Diabate from Mali (Box 3.5), who used to work on a cocoa farm.
- Encourage the learners to include a song in their play or sketch if they can.

- Give learners time to practice their play.
- Let each group present its play to the class.
- Encourage the class to comment constructively on the plays, saying which parts they found effective and why.

### Follow-up activities:

- Learners may present their plays at the school assembly.
- The plays may be presented during parents meetings, school open days and speech days.
- The school may work with community leaders and plan to present the plays and other works created by learners, such as music or dance, at public concerts or meetings to discuss the subject of child labour.

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## Box 3.5. Child labour story: Ali, the eleven year old Malian boy used to work on a cocoa farm

Ali Diabate, who is from Mali, was eleven years old when he was lured by a slave trader to leave his home in Mali to go and work on a cocoa farm in the neighbouring country of Cote d'Ivoire. The trader told him that not only would he receive a bicycle, but he could also help his parents with the \$150 he would earn, a large sum for a poor family in Mali. However, life on the cocoa farm of 'Le Gros' (the Big Man) was not like Ali had imagined. He and the other workers had to work from six in the morning to 6:30 at night, the bags of cocoa beans were taller than Ali and so heavy that he had trouble carrying them and kept falling down. The farmer would beat him then and frequently because the farmer accused him of never working hard enough. The little boy still has the scars left from the bike chains and cocoa tree branches that Le Gros used to beat him. He and the other slaves were not fed well either. They had to subsist on a few burnt bananas.

When nightfall came, Ali's torture did not end. He and eighteen other slave workers had to stay in one tiny room. The boys all slept on a wooden plank. There was only one small hole just big enough to let in some air. Ali and the others had to urinate in a can, because once they went into the room for the night, they could not leave because Le Gros would lock the room.

Despite these horrendous conditions, Ali was too afraid to escape. He had seen others who had attempted to escape being brutally beaten after they were caught. However one day, a boy from the farm successfully escaped and reported Le Gros to the authorities. They arrested the farmer and sent the boys back home. The police made Le Gros pay Ali \$180 for the eighteen months he had worked. Now Ali is back with his parents in Mali, but the scars, both physical and psychological still remain. He admitted that after he first came back from the farm, he had nightmares about the beatings every night.

Source: Adapted  
from A Taste of  
Slavery, Knight  
Ridder Newspapers,  
2001

### Activity 7: Using music to express feelings and mobilise support

Music as an educational medium can enable children to understand and articulate issues in a powerful way. Content learnt through music is memorable. Different learners express themselves more easily through different media: whereas some are comfortable writing texts, for many learners music is how their creativity, imagination and self-expression are best developed.

#### Learning objectives:

- Learners can use music to express messages about the detrimental effect of child labour.
- Learners can use music, singing and dance to demonstrate life skills such as assertiveness, communication and refusing peer pressure
- Learners can use music, singing and dance to mobilise support for resisting child labour

#### Suggested activities:

- Ask learners to discuss different forms of child labour, causes of child labour, effects and possible solutions in groups.
- Ask the groups to use any of the information gathered to come up with a song. They can come up with their own tune and rhythm or use a known tune and rhythm.
- If a group wants to come up with a unique tune, they can think of a sound which evokes a place of work such as tea estates, fields, quarry, mines, factory, market, home, etc., for example a machine, auto mobile or equipment that is used there, and can base the tune and rhythm on the sound produced by this equipment.
- The group then writes the words to go with the tune and rhythm, practices the song and presents

their songs to the class. The songs can be performed a cappella without music, accompanied by musical instruments or accompanied by dance, depending on the particular talents of the class.

- Alternatively, learners may be asked to write a song in response to an oral story, a picture or a written text about child labour. For example pupils might write a song based on the short story in Box 3.6 which describes how a young girl named Salissa finally managed to go to school after working in a gold mine in Ziniguima, Burkina Faso.
- Learners may prefer to write and perform a message using the medium of rap or slam: what is important is that they use a medium with which they are familiar and comfortable. The resulting message will be more convincing, and more likely to be heard and acted upon, if it sounds and feels like 'their' language and music.

#### Follow-up activities:

- Learners may present their songs at the school assembly.
- The songs may be presented during parent's meetings, school open days or speech days to promote the message against child labour.
- The school may work with community leaders and plan for public concerts to mobilise support for ending child labour.
- Groups of pupils who have written songs may draw pictures which illustrate their songs.
- Pupils may write messages or slogans on their pictures and display them in the classroom, around the school or at public events such as concerts.

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## Box 3.6. Child labour story: How Salissa was saved from work in the gold mine

Salissa used to work with her mother at a gold mine in Ziniguima, Burkina Faso. They left very early each morning and came back late at night as they lived far from the site. Every day, they sorted through the stones looking for gold. All the workers were afraid of the employer, especially the children. At the end of the day, he never paid them their full wage. One day, Salissa saw a very thin man who could hardly walk and could not stop coughing. Her mother told her that he was suffering from the “gold disease”, a respiratory disease caused by the dust at the site. This made Salissa even more afraid to work there. Fortunately for Salissa, a local community organisation working to help children at the mine convinced her father to enrol Salissa in school, so she was able to study and stop working in the mine.

Source: Adapted from UN briefing papers on child labour: <http://www.un.org/en/globalissues/briefingpapers/childlabour/#footnote3>

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## Activity 8: Art

As with other forms of visual expression, art can provide a powerfully creative opportunity for children and young people to express their thoughts and feelings about child labour. The resulting artwork may also be an effective promotional tool to spread the message beyond the school setting to parents and community.

### Learning objectives

- Learners can imagine the realities of children working in child labour and find creative ways to express these visually.
- Learners can find innovative ways to draw or paint scenes of child labour using the materials available.
- Learners can talk about their art work, explaining the significance of it to others.

### Suggested activities:

- Let learners have a moment of silence and imagine a scene where a child or many children are involved in child labour.
- Alternatively, read or tell them a story or testimony about child labour, such as the account of Sima who works in brick kilns in Afghanistan, in Box 3.7. The learners listen with their eyes closed and are asked to imagine the scene.
- Ask each learner to draw or paint the scene he/she has imagined. If paints or crayons are not available, learners can use pencils, pens, chalk, draw in the sand using sticks or make ink from locally available materials.
- Ask learners to present their pictures to the class and to talk about one another's pictures.

- Ask learners to give titles to their pictures and display the pictures in the classroom.

### Follow-up activities:

- Select a few learners to talk about their pictures at the school assembly.
- The school can organise an exhibition and invite the public to visit the exhibition.
- The school can share their drawings with other schools which have done a similar activity.
- Pick a few drawings that can be developed into full sized posters by groups of learners, then exhibit them in a prominent place in the school.

Source:  
ILO: Buried in Bricks, 2011

### Box 3.7. Child labour case story: Eleven year old Sima has worked in brick kilns since 6 years old

Eleven-year-old Sima is a seasoned worker with five years of experience in brick making. She works 13 hours a day, six days a week at a kiln in DehSabz, Kabul province, Afghanistan, alongside two younger sisters, aged five and ten, and their father. Sima is illiterate and has never attended school.

The kilns provide no protection from the sun and the swirling dust, and the work is hard and hazardous. But her family feels they have no alternative. Poverty, limited skills and debt keeps them trapped in low-wage bonded labour, which is pervasive in brick kilns in Afghanistan and elsewhere in South Asia.

Sima is not an exception in her country. Fifty-six% of the brick makers in Afghan kilns are children, most of whom started working at the age of seven or eight years old. By the age of nine, almost 80% of children in brick maker households are working.

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## Activity 9: Community art mural

Art murals are another effective way of communicating to the community. Because they are both in pictorial and word format, they cater for both literate and illiterate community members. Learners can express their ideas and views and send messages to sensitise the community about child labour.

### Learning objectives:

- Learners understand the communication potential of large pieces of art work in public places.
- Learners collaboratively plan an art mural to deliver a message about child labour to the community.
- Learners are able to translate the planned mural into a full scale mural, working collaboratively as a team.

### Suggested activities:

- Discuss with the class the communication potential of art murals and the sorts of pictures and words which can have impact.
- Discuss with the learners issues related to child labour in their community which they would like to communicate to the stakeholders in the community.
- Ask learners to translate the issues discussed into drawings, with the potential to be developed into art murals. Learners should be given enough time to complete their drawings, between 1 to 2 weeks.
- After all learners have completed their drawings, discuss them in class and choose those which can be included in the art mural. Develop appropriate messages to use with them as a class.
- After defining appropriate available spaces

with community leaders, discuss with learners suitable walls in the community where the art mural can be painted. These may be at markets, in shops, community halls etc.

- Once permission has been sought and obtained, the learners can paint the mural, following the plan they have developed.

### Follow-up activities:

- After the art mural has been on display for some time, ask the learners in a class discussion to indicate the reactions they have noted from other school members and the community to the mural. Did the mural change any thinking or behaviour in relation to child labour?

## Activity 10: Advocacy campaigns

Different stakeholders have different roles to play in helping to prevent child labour. Some stakeholders may not be aware of their roles and responsibilities, therefore advocacy campaigns can play an important role in creating awareness about the child labour's dangers. Well-organised advocacy campaigns can be an effective way in reaching out to the different stakeholders, informing or reminding them of their roles and responsibilities in relation to child labour and the need for quality education/training.

For school pupils, the act of planning an advocacy campaign can have a significant impact in terms of their learning about citizenship, social responsibility and the power of citizen mobilisation to bring pressure on decision makers which extends way beyond the possible achievements of the actual campaign. If pupils conduct an actual campaign, this should be age-appropriate and will probably be less ambitious than the plan. Of course it is the responsibility of the teacher, in consultation with the school principal/director, to use discretion in deciding on the extent to which children should be mobilised, and assess any risks of negative repercussions on them: this decision will vary from one situation to another depending on the local context with regards to child labour and the degree to which freedom of speech and advocacy activities are commonplace and accepted within the society. School children should on no account be instrumentalised and should always be protected from possible negative consequences of advocacy activities. If in doubt, err on the side of caution and do not expose learners to any risks.

### Learning objectives

- Learners develop awareness of issues of citizenship, social responsibility and the power of citizen mobilisation to bring pressure on decision makers.
- Learners plan an advocacy campaign.
- Learners execute an advocacy campaign at an age-appropriate level.

### Suggested activities:

- Discuss with the learners the objectives of an advocacy campaign: its potential to bring about change and the need for careful planning.
- With the learners, carefully plan some activities which are appropriate to and realistic within the local context and which will not put the learners at risk. These might include some of the following:
- Following on from and drawing on all the activities they have been engaged in, ask each learner to come up with a message or slogan and a picture which illustrates the message. Examples of the messages may include:
  - Stop child labour
  - Child labour is child abuse
  - Too young to work in a brick factory
  - Give me protection
  - Don't exploit me

The messages and pictures can be painted on placards and displayed around the school.

- The different creative activities described in this Module (drama, music, etc.) may be presented in a public performance to raise awareness of the issues surrounding child labour.

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- The advocacy campaign may be given publicity through local radio, announcements in places of worship, social media and other means.

### Summing up

- The module has outlined the value of teachers guiding learners in developing an understanding of child labour and the value of education/training as an alternative, establishing learning objectives and above all using creative and stimulating activities to develop and hold interest in the subject, making it relevant to learners' daily lives. Major forms of activities and several types of exercises or activities are proposed within each type of activity as pedagogical "tools and tips" for use by teachers. It is understood that the activities described are not exhaustive, and where used, need to be adapted to the local or school setting if they are to be effective as a learning exercise. Experience has shown positive outcomes for learners' understanding of child labour when these principles are applied, as the Thailand case suggests (Box 3.8).

### **Box 3.8. Use of a teaching handbook and training on child labour in Thailand**

In Thailand, a teacher's handbook was developed to raise awareness about child labour issues and tested in primary schools with high dropout rates in the rural province of Srisaket. The underlying message was to encourage children to stay in school and continue with secondary education. The handbook suggested methods to communicate with children and provided a variety of classroom materials, such as magazines, newspaper clippings, pamphlets, videos and animation. The fact that the approach is oriented towards the target group (children) enabled teachers to draw upon the life experiences of these children and their families. Working with lively additional materials and using methods to engage children's interest helped teachers in gaining the confidence and trust of the children and therefore facilitated dialogue with teachers on child labour issues. At a later stage, the teacher training programme and materials were used in a total of four North-Eastern provinces in Thailand, including Srisaket, Ubonrachathani, Amnatcharoen and Buriram.

Source: ILO-IPEC: Education as an Intervention Strategy to Eliminate and Prevent Child Labour: consolidated good practices of the International Programme on the Elimination of Child Labour

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## Useful Websites

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- Global Campaign for Education: [www.campaignforeducation.org](http://www.campaignforeducation.org)
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