



Education International

Child Labour and Education for All

“A resource Guide for trade unions
and a call against Child Labour
and for Education for All”



October 2013



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FOREWORD

The effective elimination of all forms of child labour is a key objective of the international trade union movement. Universal access to free, quality, compulsory, basic education is the foundation stone to achieve this goal. ILO Convention 138 makes clear the linkages between the elimination of child labour and access to quality basic education for all children.

It is against this background that ACTRAV and Education International have collaborated to develop a trade union manual on *Child Labour and Education for All*, for use by trade unions in policy advocacy, campaigns, training programmes and other activities.

The manual is both a resource guide and a call to action. It provides a general overview of the reality of child labour, and outlines the strategies and tools unions can put in place. It is illustrated with many examples of union activities from around the world to promote quality education for all as a key strategy in tackling child labour, both at national and international level. It also includes an overview of the key international standards and the main commitments endorsed by the international community in the Millennium Development Goals and the Education for All Framework for Action.

As 2015 approaches, while enormous progress has been made, it is clear that the Millennium Development Goal to achieve universal primary education for boys and girls alike will not be achieved. The global economic crisis has eroded the gains that have been made in reducing child labour and extending access to education. It is estimated there will be still over 50 million children out of school in 2015. Equally, while the numbers of child labourers has fallen, there are still over 215 million child labourers in the world, over half of them in hazardous work.

The international community is currently reviewing the post-2015 development agenda. It is clear that much more is required to eliminate child labour and to ensure that children have access to primary and also secondary education in order to anchor their future through decent work. Unions have a key role to play in ensuring that child labour and education for all remain high on the international agenda and that the necessary resources and commitments are in place for continued national action.

We extend our gratitude to all persons who collaborated in making this manual possible. Our special thanks go to Ms Nora Wintour who is the chief author of this manual. Our sincere appreciation is also extended to Mr Patrick Quinn of IPEC for his relevant inputs. We are also grateful to Ms Dominique Marlet of Educational International for the invaluable contributions she provided. Our appreciation goes to Mr Claude Akpokavie for his useful inputs and for coordinating the entire project. Lastly, our gratitude goes to Irish Aid and the Government of the Netherlands, whose support to the ILO has made this manual possible.

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INTRODUCTION

"For the International Trade Union Confederation and the global union federations, school is the only legitimate workplace for children. The ITUC is working with Education International (EI) to promote free, compulsory, quality education for all, through education systems financed and regulated by the public authorities."

The elimination of child labour has been a trade union concern since the earliest days of the trade union movement. In many countries, it has been pressure from trade unions that has led to the introduction and the progressive increase in the minimum age for employment aimed at tackling child labour. This has often gone hand in hand with efforts to ensure that education is provided as a right to all children.

Child labour is about the exploitation of the most vulnerable, disadvantaged and marginalised in society. Child labour is not children performing small tasks around the house, nor is it children participating in work appropriate to their level of development and which allows them to acquire practical skills and learn responsibility. Child labour is work which contravenes national and international standards concerning the work of children.

Effective elimination of child labour requires policies that address persistent poverty and the vulnerability of households to economic shocks. Those policies include education, social protection and efforts to promote decent work for adults.

The links between child labour and education are clear – children with no access to education have little alternative but to enter the labour market, where they are often forced to work in dangerous and exploitative conditions. Hence, expanding access to free and compulsory education is crucial to reducing child labour, as is the provision of quality education. Access to education is a necessary but insufficient element as the challenge is to keep children in school and equip them with relevant skills.

Only quality education can ensure that children are enrolled and stay in school. Quality education means that teachers are recruited in adequate numbers to avoid high student teacher ratios in classrooms. It means that teachers are paid fairly and their status as professionals is recognised, as specified in the ILO/UNESCO Recommendation on the Status of Teachers (October 1966) and as reinforced in the reports of the ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel. Teachers and educators need to receive the appropriate training required to make them effective. The curriculum must be relevant and the school

a safe and welcoming environment for learning for both boys and girls. Finally, good education cannot be provided if classroom conditions are deplorable and students lack the necessary books, equipment and other educational materials. Children who receive an education of quality are more empowered to escape from poverty and, as adults, are more likely to send their children to school.

Employment strategies which ensure that parents and young persons of legal working age have the possibility of decent work are a key factor in tackling poverty and child labour. Adults who are in decent employment and enjoy a fair income are far less likely to send their children to work.

Decent work is a concept formulated by the International Labour Organization and involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to organise and participate in the decisions that affect their lives, and equality of opportunity and treatment for all women and men.

The elimination of child labour is a key component of the ILO Decent Work agenda, which focuses on four strategic pillars: employment, rights at work, social protection and social dialogue. Furthermore, and in response to the financial crisis, governments, employers' and workers' delegates from the member States of the ILO adopted the Global Jobs Pact, which sets out a series of employment and social protection measures to help lessen the impact of the crisis on the most vulnerable.

Equally, the elimination of child labour is a key objective of workers' organisations and the international trade union movement. The adoption of the ILO Convention 182 in 1999 on the Worst Forms of Child Labour was an indication of that renewed commitment. Over the last 20 years, there has been determined and extensive work to address child labour issues, both in formal and informal enterprises. Unions have participated in programmes to reduce child labour, and have taken part in different campaigns. Despite progress over the last decade, a formidable challenge remains. It is clear that the global economic crisis is pushing families back into poverty and threatens to limit progress which has been made in reducing child labour and extending access to education.

This manual is designed as a resource guide for trade unions. Its purpose is to act as a general introduction to the reality of child labour and to explain why education is such a key strategy in tackling child labour. It provides an overview of the key international standards and the main commitments endorsed by the international community in the Millennium Development Goals and the Education for All Framework

for Action. It reviews what is meant by free, compulsory, quality education for all. Finally it provides recommendations and ideas for how trade unions can establish advocacy and campaign goals at national and international level on child labour and education for all, which are illustrated by examples of the many union campaigns and activities from around the world.

As well as a resource guide, this manual is above all a call to action. Unions from all sectors, acting in partnership and across the globe, can make a vital contribution to the work to end child labour and provide education for all. Whether a local awareness-raising event by a local union, or a well-developed campaign, it all builds momentum. Unions can help ensure child labour remains high on national and international agendas and contribute in a wide range of ways to achieving the goal that every child benefits from the education which is their right.



1. CAUSES, CONSEQUENCES AND PREVALENCE OF CHILD LABOUR

1.1 What is child labour ?

The UN Convention on the Rights of the Child defines a child as any person less than 18 years of age. Child labour is employment or work carried out by a child below the minimum legal working age set by a country in accordance with ILO Convention 138 (generally 14 or 15 years with possible exceptions for light work from the ages of 12 or 13); or any work undertaken by a child below the age of 18 that constitutes a worst form of child labour as defined by ILO Convention 182. This includes work or economic activities which is likely to harm the health, safety or morals of children (often referred to as hazardous work).

Child labour can include economic activities carried out by children, whether paid or unpaid, in the formal or informal economy, for a few hours or full time, casual or regular, legal or illegal. It excludes chores undertaken in their own home, which do not interfere with the child's education, safety, and development. It does, however, include work performed by child domestic workers. (See ACT/EMP & ACTRAV Employers' and Workers' Handbook on Hazardous Child Labour 2011).

The Legal Framework

There are three main Conventions which seek to protect children from child labour and ensure their access to education and other fundamental rights.

- **ILO Convention on Minimum Age for Employment, 1973 (No. 138)** sets standards for the minimum age of employment. The convention requires countries to establish a minimum age for employment not less than the age of finishing compulsory education, and which in any case, should not be less than 15 years. However, a country, whose economy and educational facilities is insufficiently developed, may initially specify a minimum age of 14 years. National laws may permit the employment of 13-15 year olds in light work which is neither prejudicial to school attendance, nor harmful to a child's health or development. The ages 12-14 can apply for light work in countries that specify a minimum age of 14. As of May 2012, there are 163 ratifications of this Convention.

- **UN Convention on the Rights of the Child, 1989 (CRC)** specifies in Article 32 that children have the right to be protected from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. There is almost universal ratification of the CRC.
- **ILO Convention on Worst Forms of Child Labour, 1999 (No. 182)** applies to all persons under the age of 18 and calls for the prohibition and elimination of the worst forms of child labour as a matter of urgency. Children in the worst forms of child labour must be removed or rehabilitated and have access to free basic education or vocational training. The ratification rate has been the fastest ever in the history of the ILO. It took only two years to reach 100 ratifications and three more years to get to 150. As of May 2012, there are 175 ratifications of this Convention.

What is the definition of the worst forms of child labour ?

ILO Convention No 182 (Article 3) states:

The term the "worst forms of child labour" comprises:

- (a) All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- (d) Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (referred to as hazardous child labour);

Under the Convention (Article 4), governments are required to draw up and apply a legally-binding list of hazardous child labour after consultation with the organisations of employers and workers concerned. The list of the types of work determined as hazardous should be periodically examined and revised as necessary, again in consultation with the organisations of employers and workers concerned.

ILO Minimum Age of Employment Criteria

	General	Possible for developing countries
General Minimum Age The minimum age for work should not be below the age for finishing compulsory schooling	15 years or more	14 years
Light Work Children between the ages of 13 and 15 years old may do light work, as long as it does not threaten their health and safety, or hinder their education or vocational orientation and training	13 years	12 years
Hazardous Work Any work which is likely to jeopardise children's physical, mental or moral health, safety, or moral should not be undertaken by anyone under the age of 18 years.	18 years (16 years under under certain strict conditions)	18 years (16 years under under certain strict conditions)

Source: IPEC: Mainstreaming child labour concerns in education sector plans and programmes. Geneva, ILO, 2011.

Key Message

There is a clear legal framework at international level prohibiting child labour which has been ratified by a large number of countries.

Checklist:

- (a) Has your country ratified ILO Convention 138 or 182?
- (b) Is your country applying the ratified convention in law and in practice?

For more information on country compliance with the ratified child labour conventions, consult:

- (1) The ILO's Annual Report of the Committee of Experts on the Application of Conventions and Recommendations;
- (2) International Trade Union Confederation (ITUC) country reports prior to the WTO trade reviews, which analyses the situation of child labour.
(See www.ituc-csi.org)

1.2 Causes of child labour

"Despite strenuous government efforts, the jobs crisis continues unabated, with one in three workers worldwide, or an estimated 1.1 billion people, either unemployed or living in poverty," the ILO Director-General stated when the 2011 Global Employment Trends report was published.

- Poverty and the absence of free, compulsory, quality education are the most important factors behind child labour.
- Poor families are discouraged from sending their children to school and place them in work for a large number of reasons. The task at national level is to identify the barriers that prevent children attending school and providing sufficient incentives for parents to decide that education is a worthwhile investment.
- Household poverty is the main underlying cause of child labour, whether as a result of low family income, bad harvests, the absence, sickness or death of adults or because of family debt. The overwhelming majority of those involved in child labour are unpaid family workers.

Household poverty

Children work because their families are poor, and because their families lack productive assets, such as skills, jobs, credit or land. Sometimes the effective choice is between work and starvation. When households are so poor that the earnings of a child are needed for survival, the quality of education will not influence decisions to keep children in work. Children of poor families may also work in order to have a reserve fund to cope with in bad times, because of poor harvests, illness or loss of work by other earners. In more extreme situations, children are forced to work to pay for family debts. Fertility, poverty and child labour are often inter-linked. The younger children of large families are more likely to work and not attend school. They are also themselves likely to have children at a young age, so perpetuating the cycle of poverty. In such situations, the only successful strategies to get children to school is through poverty reduction, including investing in basic services, such as drinking water and sanitation, electricity and roads and the introduction of social safety nets.

- Low adult wages which are below subsistence level or based on piece-rate systems, and the absence of decent work opportunities for adults, which has increased dramatically over the last 3 years as a consequence of the global financial crisis.



- Employment practices can actively promote child labour as some enterprises deliberately recruit child labourers because they are paid less or are perceived to meet skills needs better.
- The lack of enforcement of employment laws and regulations, particularly in the informal economy and in rural areas creates an environment where there are few disincentives for employers to employ children.
- Poor systems of labour inspection and the lack of trade unions, particularly in smaller enterprises and the informal economy compound this situation
- A lack of government determination to enforce minimum age legislation or to resource the labour inspectorate systems adequately.
- The costs of education can prove too high, whether the direct costs of school fees, or because of indirect costs, such as shoes, uniforms, materials, transport, meals and other costs, including the loss of earnings of the child.
- Access to education can be difficult because of distance from home, lack of birth registration or proof of residence in the case of migrant workers.
- Schools may be absent in some areas, as a consequence of poor education policies and a failure to allocate sufficient teachers to certain regions.
- The school year and schedule may be inflexible and not take into account family needs.
- Children may face discrimination (on grounds of gender, race, ethnicity, caste, migrant status, HIV/AIDS status).
- Girls may be required to carry out household chores and find it hard to combine schooling and domestic duties. Early marriage and teenage pregnancies are other impediments.
- The quality of the education can be poor, with teacher absenteeism or poor skills, which are often a consequence of inadequate conditions of service for teachers and low status.
- There may be poor infrastructure or facilities (including lack of separate sanitation facilities for girls) and lack of teaching materials and training aids.
- The curriculum may not be relevant or detached from the local language and needs of children. The investment is not considered to improve employment opportunities.
- There can be cultural or traditional practices whereby in certain population groups, such as indigenous peoples, children working with parents is considered part of the socialisation process.
- In fragile states, or crisis and conflict situations, access to schooling becomes more challenging and can expose children to violence and danger.

1.3 Vulnerable groups of children

Some groups of children are at particular risk of exclusion from school, including:

- Children in rural areas and poor urban areas, particularly where health and other public services are poor
- Minority populations, such as lower castes, indigenous and tribal peoples, pastoral communities or Roma populations;
- Children affected by HIV and AIDs, and AIDS orphans;
- Children of migrant workers' families
- Street children
- Children who are trafficked for purposes of labour, bonded child labourers or commercial sexual exploitation
- Child domestic workers
- Children in conflict affected countries

The girl child

Girls are more vulnerable than boys and they represent 54% of the out-of-school population. Girls work in the household, agricultural work and home-based work is often vital for survival although their work is largely invisible and unvalued. Families often give preference to a son's education. There are also other considerations which mean parents prefer not to send their girl child to school: distance to school which puts their security at risk, lack of female teachers; concerns about the curriculum, or lack of separate sanitation facilities.

Key Messages

School is the only legitimate workplace for children.

Children should be at school – not at work

Child labour is incompatible with the right to education.

What are the consequences of child labour?

Child labour perpetuates a cycle of household poverty, particularly in rural areas. Child labour is a key barrier to accessing education and the vast majority of out-of-school children are indeed working. Child labour has negative consequences for a child's physical and mental health and for their individual advancement as they suffer from a low skills set and poor employment opportunities. There are clear economic consequences as child labour perpetuates an unskilled work force and low productivity. There are also social consequences as workers become vulnerable to exploitative situations and possess limited life skills.

Further, the existence of an easily exploitable pool of cheap labour contributes to keeping wages very low, and below the level of a living wage in some instances. Child labour undermines the capacity of trade unions to negotiate for better pay and conditions and contributes to adult unemployment, particularly among young workers.

Key Message

There is a clear link between the incidence of child labour, the number of out-of-school children and poverty levels. The ITUC and the global unions promote free, compulsory, quality education for all, financed and regulated by public authorities.

1.4 Prevalence of child labour

Overall numbers

Most child labour takes place within the family unit and may be hidden from official statistics. According to the 2010 Global Report on Child Labour, there are 215 million child labourers worldwide. There are still 115 million children in hazardous work.

Trends over last 4 years

While the overall figure has declined from 2004 to 2008 by 3%, the rate of decline is slower than previously. The number of younger children between 5-14 years old in child labour has also declined. The percentage of children in child labour was 13.6% of all children worldwide. There have been concerns that the impact of the global financial crisis could impact negatively on the incidence of child labour.

Regional incidence

The largest number of child labourers are found in the Asia Pacific region (113.6 million), followed by sub-Saharan Africa (65.1 million) and Latin America and the Caribbean (14.1 million). The incidence of child labour is highest in sub-Saharan Africa, where one in four children are child labourers, compared to roughly one in eight in Asia Pacific and one in ten in Latin America and the Caribbean. Child labour is increasing in sub-Saharan Africa and has risen from 26.4% in 2004 to 28.4% in 2008.

Economic sectors

Child labour is most prevalent in situations of poverty, parental illiteracy, and workplaces where working conditions are poor or exploitative and where there are no unions present.

The vast majority of child labour is found in agriculture with 60% of child labourers aged 5-17 working in agriculture, 26% in services and 7% in industry. Two thirds of

child labourers are unpaid family workers and only one in five child labourers is actually in a paid activity. Rural children, particularly girls, tend to begin work at a very young age, sometimes between 5-7 years old.

Gender roles, age, birth order, and cultural norms determine the kinds of work performed and the hours of work, as well as who works and who goes to school.

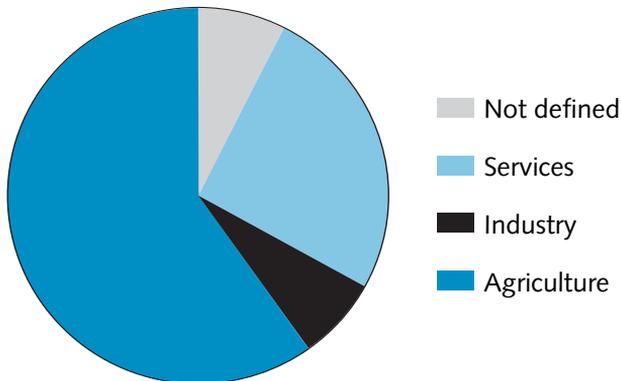
In agriculture, much child labour is invisible as most children work as unpaid family workers in dispersed small-scale farms or rural enterprises. In the context of family farming and other rural family enterprises, some participation of children in non-hazardous activities does not necessarily constitute child labour. However, when work interferes with schooling and damages health and personal development, it does constitute child labour.

Most national surveys do not yet take into account domestic chores, failing to capture the “double-burden” of girls in combining domestic work with other forms of labour.

Child domestic workers

As a consequence of the discussion leading to the adoption of ILO Convention 189 on domestic workers in 2011, there have been a number of studies to estimate the numbers of persons employed in domestic work globally. The ILO estimated that at least 15.5 million children between the ages of 5-17 years were engaged in domestic work in 2008. Just fewer than half this number was children between 5-14 years old and amounting to about 4% of all children in employment in this age group. Girls far outnumber boys. In the age group 15-17 years, 12.2% of all girls in employment are engaged in domestic work.

Child Labour: distribution by economic activity (5-17 years)



**Regional estimates of child labour 2008 (5-17 years old)**

	Total Children (‘000)	Child labourers (‘000)	Child labourers %
World	1,586, 288	215,269	13.6%
Asia and the Pacific	853,895	113,607	13.3%
Latin America and the Caribbean	141,043	14,125	10.0%
Sub-Saharan Africa	257,108	65,064	25.3%
Other regions	334,242	22,473	6.7%

Discussion Questions

- Do you think the trend, which shows the number of child labourers is being reduced, will continue over the next 5 years? Can you explain your reasons?
- What might be the potential benefits of reducing or eliminating child labour in your country?
- Are there specific economic sectors and geographic areas where child labour exists in your country?
- What is the extent and quality of education provisions in the areas where child labour is prevalent in your country?
- What further steps do you think the international community can do to eliminate child labour?

2. LINKAGES BETWEEN INCREASED ACCESS TO EDUCATION AND THE REDUCTION OF CHILD LABOUR

Education is fundamental to the elimination of child labour

This section explains why education is the essential key to the elimination of child labour and how compulsory education and child labour laws are mutually reinforcing. It provides an historical overview of the development of child labour legislation in the early industrial nations and the parallel development of free and compulsory education provision, highlighting the important role of the labour movement in campaigning against child labour and in favour of universal elementary education. It recalls the recognition of the links between the abolition of child labour and the provision of education in the ILO Conventions on the Minimum Age of Employment. It then examines the correlation between child labour and education provision in those regions and countries in the developing world, which have made most progress on reducing the incidence of child labour over the last 20 years. It further examines the out-of-school populations and the extent to which they reflect the incidence of child labour. It provides excerpts from the key international instruments on the development of the human right to education and reviews the international commitments on education for all.

Key message

“Universal access to free, compulsory, quality, basic education is the foundation for the effective elimination of all forms of child labour.”

Expanding access to free, compulsory, quality, basic education is crucial to reducing child labour and are inter-related objectives. Child labour legislation is only realistically enforceable when children are required to attend school. Further, there is a clear correlation between increased access to education and the reduction of the number of child labourers. Children with no access to education have little alternative but to enter the labour market, where they are often forced to work in dangerous and exploitative conditions. On the other hand, child labour is a major obstacle to achieving education for all. Out-of-school children are by and large child labourers.

History of trade union activism to abolish child labour

Historically, legislation to prohibit child labour and the introduction of compulsory education have developed together and reinforced each other, leading to the dramatic decline in child labour in the early industrial societies.



Children of poor, peasant or artisan families always worked, but it was as a consequence of industrialisation, because of the numbers of children involved, the degree of exploitation and the extremely harsh conditions, that child labour became a subject of concern. The worldwide movement against child labour has its roots in national movements that developed in the early industrial nations at the beginning of the 19th Century. It also coincided with the development of a new concept of childhood, as a time distinct from adult life, requiring special protection. Prior to that, the use of child labour went largely unquestioned or was even viewed as beneficial. Although long hours had been the custom for agricultural and domestic workers for generations, the factory system was criticised for strict discipline, harsh punishment, unhealthy working conditions, low wages, and inflexible work hours.

Broad social alliances were formed in Britain, France, Germany and the USA to abolish child labour, and by the 1860s, it had become an international issue. Building on the experience of the anti-slavery movements, campaigners depicted child labourers as little more than slaves. Child labour campaigners in the UK included philanthropic reformers, enlightened manufacturers and the growing labour movement. One of the central platforms of the labour movement was the need for free, compulsory education, funded by the State linked to legislation to prohibit child labour.

Then, as today, campaigners called for legislation on the minimum age of employment, enforcement mechanisms through a system of labour inspectors, and the provision of free schooling. For example, the first legislation against child labour went hand in hand with the extension of state provision of education. The Factory Act in Britain in 1833 aimed at protecting children in the workplace and provided for 2 hours of education per day. It banned work for those under nine years old and restricted the working day to 8 hours for those under 14 years. An inspectorate was established to enforce the legislation. Similar legislation was introduced in France and Germany some 40 years later. France introduced legislations in 1874 setting 12 years as the minimum age of employment and Prussia enforced the same minimum age in 1878.

This legislation paralleled progress in the recognition that universal education was a duty of the State, and the consequent provision of tax-funded elementary public education. Primary school education was used as a tool for nation building and reflected a widening of democracy and the rise of the labour movement. From the 1870's onwards, throughout industrialised Europe and the USA, there was a dramatic rise in State-funded primary school provision and children were transferred out of the workforce and into school.

Prussia, under Frederick II, is recognised as the first State to introduce compulsory primary education, in 1763 for children between 5-13 years old. In 1794, the State took responsibility for all education institutions and a system of state certification requirements for teachers was introduced in 1810, which did much to improve the quality of education.

In 1817, a further decree ordered all children from 5-12 years to attend school, and it was reinforced by an extensive school building programme. By 1837, 80% of all school children were enrolled in schools and by 1871, school attendance was universal.

The Elementary Education Act in Britain in 1870 provided for a broad extension of schools and financial support for poorer families. In 1880, compulsory education was introduced until the age of 10 years. In France, free education was introduced in 1867, and made compulsory in 1884 for children between ages of 6-13 years. There was also a remarkable expansion of secondary school education, particularly for girls.

The earliest known international debate on child labour was held at the founding Congress of the First International, in Geneva in September 1866. The second Congress held in Lausanne passed a resolution on state responsibility for general education. At State level, the Berlin Conference of 1890, convened by Germany, and bringing together 12 European countries, agreed a minimum age of employment of 12 years but failed to adopt an international standard.

The trade union movement at international level first called for a binding agreement on the minimum age of employment legislation at the Inter-Allied Trade Union Conference in Leeds in 1916. The conference had met to consider what labour clauses could be inserted into the post-war Treaty. The conference recognised the link between the minimum age of employment and the provision of education, and well in advance of its time, called for a post-war agreement:

- *To fix 14 years as the age of admission of children to industrial, commercial and agricultural work, and to extend the school age to 14.*

The International Federation of Trade Unions called a subsequent conference in Berne in 1917, attended by unions from the Central and neutral powers, which reaffirmed this position and stated:

- *Children under 15 years of age shall be prohibited from exercising gainful occupation.*

Following the war, the International Trade Union Conference in Berne in February 1919, which brought together a broad gathering of all tendencies in the union movement, adopted the Berne Manifesto, as a draft to be inserted into the Peace Treaty. The manifesto considered that:

- *Elementary education should be compulsory in all countries; that preliminary training and general vocational instruction should be established in all countries; secondary education should be free and accessible to all;*
- *Children below the age of 15 years shall not be employed in industry;*
- *Juveniles between the ages of 15-18 years shall not be employed more than 6 hours per day with 1? hours rest after 4 hours of work.*



The Manifesto also demanded that the League of Nations set up a permanent Commission on Labour Legislation. This was followed by a tripartite Commission of International Labour Legislation, which was incorporated into the final Treaty of Versailles and led to the founding of the ILO.

ILO Conventions on child labour and the link to education

From its foundation, the ILO set as one of its major aims “the abolition of child labour and the imposition of such limitations on the labour of young persons as shall permit the continuation of their education and assure their proper physical development.” However, the impact of these standards was largely limited to Europe and North America and to the industrial workforce which was unionised.

Early ILO Conventions on minimum age in employment

The first ILO Conference in Washington DC at the end of 1919, with 40 countries participating, adopted an international standard on child labour. The Minimum Age (Industry) Convention 1919 (No 5) set 14 years as the minimum age for employment. In 1920, this minimum age was adopted for maritime work; in 1921, the same age was adopted for agriculture, with an explicit connection to compulsory education. By 1931, these all had high levels of ratification. In addition to standards on minimum age, the exploitation of children, through debt bondage and child prostitution, were prohibited under the Forced Labour Convention 1930 (No 29).

After the Second World War, there was renewed interest in the need to harmonise the school-leaving age with the minimum age for work. However, it was only much later that it was to lead to the Minimum Age Convention 1973 (No 138):

Article 2(3) states: *The Minimum Age ... shall be not less than the age of completion of compulsory schooling, and in any case, shall not be less than 15 years.*

The Convention on Worst Forms of Child labour spells out the role of education in more detail:

Article 7(2) states: *Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to ... c) ensure access to free basic education, and wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour.*

Article 8 refers to universal education as an objective of international assistance.

Correlation between progress on reducing child labour and reaching Education for All

There is a clear correlation between the regions and countries where the most progress is being made in reducing child labour and those where the most progress is made in reaching Education for All targets. Globally, progress in achieving universal primary education has been steady and overall enrolment in primary education reached 89% in 2009 up from 82% in 1999, with clear gains in reaching gender parity goals as well. This progress is mirrored by the decline in the overall numbers of child labourers. In Latin America, children's employment rates have decreased from 10% to 9% between 2004 and 2008. During that period, enrolment rates in primary education for the region as a whole have remained over 90%, and enrolment in secondary education reached 70%. This compares with figures for Sub-Saharan Africa of 63% primary education enrolment and 28% for secondary education (UNICEF 2010), where the prevalence of child labour is highest and the absolute numbers of children out of school is growing. An ILO study based on household child labour surveys in 34 countries from 1998-2006 found clear evidence of the correlation between higher performance on achievement of universal education and the lower incidence of child labour.

In Brazil, in the 1960s, only about 60% of all children 7-14 years old were attending school. The new Constitution of 1988 made eight years of education compulsory, (subsequently extended to 9 years in 2006), establishing a public commitment to universal education. However, the country faced profound social and economic inequalities. By 1991, in the richer South and South East, enrolment rates had reached 95%, while in the North East, it was only 73%. Following on from the 1st Education for All Conference in Jomtien, Brazil adopted a 10-year Education for All Plan (1993-2000) and became firmly committed to the goal of universal primary education. Through a range of Central and decentralised programmes, substantial investment and civil society mobilisation, primary school enrolment rates rose dramatically, particularly in the poorer States, and by 1999, it had reached 96%.

At the same time as this drive towards universal primary education, the Brazilian government adopted a new Statute on Children and Adolescents, which stated that child labour is incompatible with the right to education. The National Programme for the Elimination of Child Labour (PETI) was designed to provide monthly allowances to poor families for each child attending school regularly. Combined with after-school programmes, as well a series of other measures, the incidence of child labour has fallen dramatically. The number of children in child labour in the age group 10-17 dropped by 36.4% from 1992-2004 and for children between 5-9 years, the decline was a dramatic 60.9%.

Brazil's Bolsa Escola: How does it work?

Any family whose income is equal to or lower than half of the minimum wage per household member qualifies for the programme. Payments are conditional on a school attendance rate of 90% of monthly classes for all school age children in the family.



Mauritius is another example of a country where substantial progress on access to education, combined with substantial social security coverage, has significantly reduced the incidence of child labour. The country has achieved 95% enrolment rate at primary school (girls at 96%) and 73% at secondary school (with girls at 77 %.) It also has the lowest levels of child labour of any African country, with an estimated 2%-3% of children classified as child labourers. Since the 1980's, the country has enjoyed a high GDP, based on a strong export-oriented manufacturing sector, and flourishing tourism sector. The government has invested heavily in education and social protection. Education is free from primary to higher education and there is a free medical system, a non-contributory pension scheme for people over 60, and pensions for disabled, survivors, and the unemployed from low income families. 17% of government expenditure is spent on education and 19% on social welfare. There are also strong social dialogue mechanisms and tripartite bodies. While the country faces challenges related to structural unemployment, the ageing population and the high costs of social protection, it is nonetheless a clear example of what can be achieved with the political will to invest in education.

In the case of Tanzania, while the overall trend for the Sub-Saharan region has been an increase in child labour, figures indicate that in Tanzania, the number of child labourers have decreased. Education over the last decade has been given high priority, with the abolition of primary school fees and the expansion of investment in basic education. Enrolment rates in primary school are now 73% (girls 75%) up from 43.4% in 2000 and which is significantly higher than in countries with similar levels of GDP.

Correlation between progress towards universal education and reduction in child labour

There were still 72 million children, of whom 54% were girls, out of school in 2007 despite a reduction of 33 million since 1999. According to UNICEF, the figure rises to 101 million when attendance rates collected from household surveys are factored in. Based on current trends and levels of investment, there will still be 56 million children of primary school age out of school in 2015. Out of 33 countries with a high prevalence of child labour, 28 also have a high percentage of children out of school. Equally, those regions were most out-of-school children are found, particularly Sub-Saharan Africa and West Asia, tend to have the lowest investment and enrolment rates.

The Right to Education

The international recognition of the linkage between the reduction of child labour and the provision of education as laid out in the ILO conventions led to the development of international instruments and global commitments to achieve a fundamental right to education.

The Universal Declaration of Human Rights 1948

The right to education features prominently in the Universal Declaration of Human Rights. "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit." (Article 26(1)).

International Covenant on Economic, Social and Cultural Rights (1976) (ICESCR)

The ICESCR recognises the right to education and with a view to achieving its full realisation states in Article 13:

- a) Primary education shall be compulsory and free to all;
- b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;
- c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;
- d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;
- e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

The UN Convention on the Rights of the Child 1989 (CRC)

(Article 28) of the CRC states that primary education should be compulsory and available free to all. It also encourages the development of different forms of secondary education, including general and vocational education, available and accessible to every child.

The aims of education from the Convention on the Rights of the Child (Article 29(1))

1. State Parties agree that the education of the child shall be directed to:

- (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect from the child's parents, his or her own identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilisations different from his or her own;



- (d) The preparation of the child for the responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin.

The International Commitments

Since 2000, the international community has set time bound targets related to the achievement of quality education for all and the elimination of child labour.

The Millennium Development Goals (MDGs)

The United Nations Millennium Declaration in September 2000 commits nations to a new global partnership to reduce extreme poverty and set out a series of time-bound targets - with a deadline of 2015 - that are known as the Millennium Development Goals.

"The Millennium Development Goals set time bound targets, by which progress in reducing income poverty, hunger, disease, lack of adequate shelter and exclusion — while promoting gender equality, health, education and environmental sustainability — can be measured. They also embody basic human rights, the rights of each person on the planet to health, education, shelter and security. The Goals are feasible and, together with the comprehensive United Nations development agenda, set the course for the world's efforts to alleviate extreme poverty by 2015."

United Nations Secretary-General Ban Ki-moon

The goal of universal primary education (Goal 2) states: ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

While there has been significant progress since 2000, and the gender gap in primary education is closing, this goal will not be met by 2015. It is estimated that there will be at least 56 million children or more, not enrolled in primary school in 2015.

Other MDGs also relate to child labour. Goal 1 on poverty reduction is to reduce by half the proportion of people living on one dollar per day and who suffer from hunger and to achieve full and productive employment and decent work for all, including women and young people. Goal 3 refers to the elimination of all gender inequalities in primary and secondary education, with a goal initially set for 2005.

Key Message

The Millennium Development Goal No. 2 of universal primary education will not be reached by 2015. Governments need to accelerate efforts to achieve Education for All and eliminate child labour.

Education for All (EFA)

The World Conference on Education for All held in Jomtien, Thailand in 1990 made a commitment to provide basic education as a development priority. Basic education refers to early childhood education, primary and lower secondary education as well as adult literacy. This was reaffirmed at the World Education Forum in Dakar, Senegal in April 2000, which broadened the agenda and also introduced the concept of quality. The Dakar Framework for Action sets out 6 main goals, which constitute the “Education for All” agenda and which are designed to meet the learning needs of all children, youth and adults by 2015.

Goal 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

Goal 2

Ensuring that by 2015 all children, particularly girls, and those in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality;

Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;

Goal 4

Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;

Goal 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality;

Goal 6

Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

EFA Global Monitoring Report

Since 2001, the EFA Global Monitoring Report has charted progress towards the six EFA goals, and it explores the link between exclusion from education and the role of child labour. It tracks progress, identifies effective policy reforms and best practice in all areas relating to EFA, draws attention to emerging challenges and seeks to promote international cooperation on education. The publication is targeted at decision-makers at the national and international level, and more broadly, at all those engaged in promoting the right to quality education – teachers and their unions, civil society



groups, NGOs, researchers and the international community. While the Report has an annual agenda for charting progress on each of the six EFA goals, every year a particular theme is adopted, chosen because of its central importance to the EFA process. The report is a useful tool for unions seeking to access information on their own country's performance.

CONCLUSION

Historically, unions have played a central role in campaigning for the extension of free, compulsory education and against child labour. There is clear link between progress on achieving universal access to education and the reduction of child labour. This interdependence is recognised in the ILO Conventions on the minimum age of employment. Unions planning to take up advocacy and campaign work on the elimination of child labour and promoting education for all have a broad range of international commitments and programmes which can be used as a framework for action. It is clear that with sufficient political will at both international and national level, it is possible to make major advances. Trade unions are key to the creation of this political will.

Discussion Questions

- In your country, do you know in what ways the trade union movement has been active in the fight against child labour in the past?
- In your country, can you identify any links between increases in State-funded education provision and the decline of child labour?
- In your country, what provisions are there in the Constitution concerning the right to education?
- How do you think you can use the global commitments, such as the Millennium Development Goals and the Education for All goals to support your work to campaign against child labour and in favour of education for all?

3. FREE, COMPULSORY, QUALITY EDUCATION FOR ALL

This section gives some background about issues related to free, compulsory, universal, quality education for all. When trade unions campaign for education for all, it is important to keep these four aspects in mind. It also provides some statistical information concerning the current state of access to primary and secondary school education globally and figures for out-of-school children. It concludes with a brief analysis of current government expenditure levels on education, and shows that if the political will is there, governments can make substantive progress on achieving universal basic education.

Summary of Indicators for monitoring free, compulsory, universal, quality education

Education for All	Indicators for monitoring
Free	<ul style="list-style-type: none"> • abolition of school fees • free at the point of access • Social Protection Floors (basic health care, guaranteed minimum income, pensions for old age, disability and survivors) • Conditional Cash Transfer programmes
Compulsory	<ul style="list-style-type: none"> • functioning system of birth registration • functioning school inspectorate and judicial sanctions • functioning labour inspectorate and judicial sanctions • free school transport system
Universal	<ul style="list-style-type: none"> • sufficient numbers of schools within accessible distances • specific attention to needs of girl child • special provisions for vulnerable groups, such as indigenous peoples, discriminated castes, children with disabilities, or living with HIV and AIDs, • specific outreach strategies for children with migrant status or in zones of conflict
Quality	<ul style="list-style-type: none"> • qualified teachers in sufficient numbers • good conditions of service • functioning school governance system • adequate teaching materials and resources • relevant curriculum • rights-based education so children can reach their full potential • children treated with dignity and respect

Free Education

For education to be universal, it must be free at the point of access. Increasingly, governments in developing countries are taking action to provide free education. The abolition of school fees, where introduced, has clearly had a dramatic and immediate impact on the numbers of children attending school. Fees are one of the most significant barriers to accessing education. When fees were abolished, there have been spectacular increases in enrolment levels. In Kenya, primary school enrolment increased from 5.9 million in 2002 to 7.6 million in 2005. In Uganda, virtually overnight, primary school enrolment grew from 3.1 million in 1996 to 5.3 million in 1997.

However, while nominally many countries have abolished school fees, in practice, many still require some financial contributions. Of 93 countries surveyed by the World Bank in 2005 with official provision for free primary education, only 16 were in practice charging no fees at all. The School Fee Abolition Initiative (SFAI) was launched by UNICEF and the World Bank in 2005 as part of the EFA strategy. In 2009, they produced an operational guide called “Six Steps to Abolishing Primary School Fees.”

The indirect costs of school can still remain a barrier to enrolment: whether uniforms, shoes, books, fees for transport, stationery and many other items.

The introduction of a universal social protection floor, including access to basic health care, a basic income security for all children, targeted income support to the poor and unemployed in working age; and pensions in old age or in case of disability, and for survivors, can be the single most effective measure to reduce vulnerability and the need to send children to work. More information on the Social Protection Floor concept is provided in Section 4.

Other measures, which can complement the universal social protection floor, include Cash Transfer Programmes (CCT). These programmes seek to compensate for the direct and indirect costs of education and the loss of potential earnings (opportunity costs) of sending a child to school by providing a family subsidy, often paid to the mother, on condition of proof of the child's regular attendance at school. A programme of this kind was first set up in Brazil in 1996 targeting poor rural areas and it has now been put into place in a number of other countries. In the case of Brazil, it was combined with a decision to lengthen the school day, to provide educational support activities to enhance self-esteem and learning skills and reduce opportunities for children to be put to work.

Compulsory Education

Education for a varying number of years is now compulsory in 85% of countries. There are, however, still 25 countries where education is not mandatory. For compulsory schooling to be effectively monitored, there must be an adequate system of birth

registration and system of school inspectors to detect out-of school children. There is a clear link between free provision of education and legislation to make it compulsory. Equally, when the minimum age of employment coincides with the end of compulsory education, the school and labour inspectorates can reinforce each other's role. Ultimately, a successful system of enforcement requires a focus on retention and a well-functioning inspectorate, with the additional back-up of judicial sanctions.

Generally speaking, in developing countries, both the school and labour inspectorates are relatively weak, and often very poorly resourced. For that reason, teachers and their unions have an important role in detecting and monitoring absences and out-of-school children. Home visits, community awareness and mobilisation activities, such as enrolment drives, have a major role. Free transport to school is an additional valuable service to reinforce compulsory education.

Universal Education

Governments have the responsibility to ensure equal and universal access to education. This means that provision of schools must be sufficient and distance to schools not prohibitive. It also means that there is specific attention to the needs of girl children, and special provisions for particularly vulnerable groups of children most at risk of exclusion. For example, indigenous children are often at special risk of child labour and exclusion, because of the marginalisation of indigenous peoples' cultures, languages and identities and discrimination within the education system. To overcome these barriers, it is important that indigenous people themselves can determine their education priorities.

There are other groups of children who may suffer multiple forms of discrimination, on account of gender, disability, caste, or HIV and AIDS status, or because they are living in zones of conflict. Such children require specific attention and outreach strategies.

Quality Education

While the goal of achieving universal primary education has been on the international agenda since the adoption of the Universal Declaration of Human Rights in 1948, there was little attention given to the issue of quality until the 1990s. Indeed the MDGs only set quantitative goals for primary education focusing on access for all. However, it is now widely recognised that the achievement of universal access depends on the ability to achieve a quality education. This is because the quality of education directly impacts on decisions by parents whether to send children to school, how long they stay in school and how regularly they attend.

Education is fundamentally about quality outcomes, both for individuals who wish to meet their own social and economic goals, and societies who are dependent on the skills, knowledge and values of active and productive citizens.

At the first World Conference on Education in Jomtien, Thailand in 1990, while there was some reference to issues of quality, it was not central to the discussions. It was not until the Dakar Framework for Action on Education for All in 2000, adopted in the same year as the MDGs, that goals concerning quality in primary education were given prominence. Furthermore, the sixth goal includes commitments to improve all aspects of quality. The Declaration declared that quality is at the heart of education—a fundamental determinant of enrolment, retention and achievement.

National and international assessments show that performance levels remain very weak in many low and middle-income countries with large numbers of children graduating from school without having acquired basic numeracy and literacy skills. In some countries, where there have been major gains in enrolment rates at primary school, fewer than 10% of pupils are achieving minimum acceptable standards.

What is quality education ?

Rights-based education: education should allow a child to reach its fullest potential in terms of cognitive, emotional and creative capacities. The teaching methods, learning time and class size must be sufficient to ensure these outcomes. The school environment should be child-friendly, sensitive to the needs and interests of children. Children have the right to be treated with dignity and respect, free from corporal punishment.

Equity of access and outcome: governments have the responsibility to ensure all children have equity of access and outcome. Initial differences among learners therefore need to be assessed and addressed. Such differences can rise from socio-economic background, health, geographic location, cultural and religious background and discrimination, on grounds of gender, disability, race, ethnicity, HIV/AIDS status, migrant status etc. Differences in learner characteristics require special responses if quality education is to be achieved.

UNICEF: Human Rights – Based Approach to Education for All outlines a framework for quality education:

- 1. Ratify all relevant human rights conventions:** Formally recognise education as a human right and ratify all relevant international treaties. This must happen if states are to fulfil the Education for All goals.
- 2. Ensure access to education:** Budget for and implement early childhood education; commit to compulsory primary education; develop secondary education, supported by measures to make it accessible to all children; and ensure equitable access to higher education.
- 3. Remove economic barriers to education:** Abolish fees for primary education; collaborate with the non-formal education sector to promote and facilitate access

to other learning opportunities; and include specific measures related to the removal of economic barriers in national plans of action and poverty reduction initiatives.

4. Promote inclusion and end discrimination: Ensure that births are registered because the lack of birth certificates may result in the denial of a place in school; eliminate all forms of discrimination.

5. Provide a broad, relevant and inclusive curriculum: Promote a broad-based curriculum that aspires to equip children with numeracy and literacy, as well as with knowledge in science, the humanities, sports and the arts; provide opportunities for play consistent with the right to optimum development.

6. Develop rights-based learning and assessment: Ensure that children's right to express their views is granted and that their views are given due weight; ensure that teaching and learning materials are adequate.

7. Ensure adequate training, support and respect for teachers: Establish minimum qualification standards for teachers at all levels of education; introduce measures to protect teachers' rights (regarding pay scales, management support and other areas).

8. Introduce child-friendly, safe and healthy learning environments: Ensure minimum health and safety standards, and guarantee a minimum frequency of school inspections; provide packages of health care, including nutrition, screening, health checks, malaria prevention and attention to children affected by HIV and AIDs.

9. Respect identity: Provide bilingual or multilingual education for children not familiar with the language of instruction; consult with the community to ensure respect for religion, culture and language.

10. Ensure children's participation: Establish and encourage student participation at all levels; involve children in the development of relevant school policies.

11. Protect integrity: Prohibit all forms of violence against children, including physical and humiliating punishment in school and at home, support and train teachers to end physical punishment and introduce strategies for non-violent conflict resolution; and provide effective mechanisms for completing by children.

Adapted from a Human Rights-Based Approach to Education for All (UNICEF, 2007)

Early childhood education

Increasingly early childhood education is viewed as a key foundation for the development of socially inclusive education systems. Governments have been urged to invest more resources and to ensure professional training, career development and adequate remuneration and benefits for early childhood educators.

Relevance: as far as possible, the curriculum should respond to the needs and priorities of the learners, their families and communities as well as leading to the acquisition of skills which have a productive use. A good curriculum is coherent, paced and properly



sequenced and provides for content learning as well as psycho-social development and learning skills, with a participatory and active learning environment. Students should be entitled to a curriculum which covers literacy, numeracy, the sciences, foreign languages, the arts, the humanities, life-skills and sporting activities. The curriculum should provide the students with civic competencies and prepare them for democracy as well as addressing their social, emotional and intellectual needs, so as to prepare them for adult life and the world of work.

Teaching Methods: Teaching methods based on structured instruction, face-to face time, sequenced learning and regular checking of understanding and frequent testing and feedback are shown to be most effective in achieving learning outcomes.

Resources: The physical infrastructure, facilities and school environment must provide an enabling environment and human resources (teachers, principals, inspectors, administrators, supervisors) must be sufficient to ensure an integrated and well managed school system. An important indicator is the pupil/teacher ratio but not the sole one.

School governance systems: School governance systems should provide a strong leadership and a welcoming school environment, with community involvement and incentives for achieving results. Children should be encouraged to participate in the governance of the school, and to form their own associations.

Conditions of service for teachers: Quality education is inextricably linked to the existence of a sufficient body of quality teachers. In 1966, the ILO and UNESCO adopted the Recommendation on the Status of Teachers, which included provisions on:

- Professionalism: teaching should be regarded as a profession which requires expert knowledge and specialised skills;
- Consultation on policy issues between the authorities, teacher unions, employers, parents and other cultural organisations in order to define educational policy;
- Teacher training should be carried out by teachers themselves qualified to teach at a level equivalent to higher education;
- Right to negotiation: salaries and working conditions for teachers should be determined through a process of negotiation between teacher unions and the employers;
- Salaries should reflect the importance to society of the teaching function.

Declining teacher salaries and conditions of work

The Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART) meets every 3 years to review the progress on the implementation of the recommendations. It is composed of 12 independent experts.

In 2009, it reviewed the issue of teaching shortages, including financing and recruitment challenges, the impact of HIV and AIDs and the recruitment and retention of female teachers. In 2009, the report noted that the engagement of teachers has not kept pace with enrolment since 2000. It noted that 10.3 million additional teachers will need to be recruited worldwide if UPE is to be achieved by 2015. In Sub-Saharan Africa, an additional 1.2 million teachers will be needed. Some countries in West and Central Africa will need to raise annual teacher recruitment rates by over 10%.

In 2009, the Committee also noted that salaries have declined absolutely or fallen relative to other professions over the last 10 years. Declining salaries has spurred decisions of teachers to migrate to richer countries. Late or non-payment of salaries is also a problem in some countries. Teachers are forced to take on secondary jobs whose demands conflict with their teaching responsibilities.

The effect of the economic crisis has compounded a difficult situation. In many countries, education budgets have been slashed and salaries cut drastically while the number of teachers has been reduced. The practice of hiring “contract teachers” with virtually no training, and lacking the necessary skills, and paid at substantially lower rates has been on the increase. Such practices have a profound impact on the quality of education.

Current state of access to primary and secondary education

According to UNICEF, if estimates take into account attendance records, there were still 100 million children of primary school age out-of-school in 2008, 52% of them girls. South Asia has the highest number of out-of-school children (33 million), followed by West and Central Africa (25 million). The lowest rates of primary school participation are in Sub-Saharan Africa, where only 65% of primary-school-aged children are in school. Almost half the world's out-of-school population are in Sub-Saharan Africa.

Disparities based on household wealth and on residence in urban or rural areas are marked. Children from the poorest 20% of households are less likely to attend primary school than children from the richest 20% of households. Urban children are much more likely to attend school than those in rural areas. When these factors are combined with others grounds of discrimination, such as language, ethnicity, disability or migrant status, there can be situations of extreme marginalisation. In Guatemala for example, a Spanish speaking child has an average of 6.7 years schooling, while a Q'eqchi' speaking child has only 1.8 years.

Primary School net enrolment/attendance (%) 2003-2008*

COUNTRIES	TOTAL	MALE	FEMALE
Africa	69	70	67
Sub-Saharan Africa	65	67	64
Eastern and Southern Africa	71	70	71
West and Central Africa	61	64	57
Middle East and North Africa	84	86	83
Asia	88	89	96
South Asia	81	83	79
East Asia and Pacific	95	96	95
Latin America and the Caribbean	93	93	93
CEE/CIS	93	93	92
Industrialised Countries	95	94	95
Developing Countries	83	85	82
Least developed Countries	66	67	65
World	84	85	83

** Progress for children - Achieving the MDGs with Equity, Number 9. UNICEF, September 2010.

There has been far less progress on achieving access to secondary education. Only 56% of children are enrolled in secondary school worldwide and in Sub-Saharan Africa, that figure drops to 29%.

Secondary School net enrolment/attendance (%) 2003-2008*

COUNTRIES	TOTAL	MALE	FEMALE
Africa	31	32	29
Sub-Saharan Africa	29	30	27
Eastern and Southern Africa	28	29	28
West and Central Africa	30	33	27
Middle East and North Africa	56	57	54
Asia	52	54	49
South Asia	49	53	45
East Asia and Pacific	62	60	63
Latin America and the Caribbean	70	67	72
CEE/CIS	82	84	80
Industrialised Countries	92	91	92
Developing Countries	51	53	49
Least developed Countries	27	28	26
World	56	57	54

** Progress for children - Achieving the MDGs with Equity, Number 9. UNICEF, September 2010.

Government Expenditure on Education

According to the World Bank, on average worldwide, governments spend 4.9% of GDP and 15.7% of total public expenditure on education. It is clear however that there are wide disparities in levels of expenditure. Some countries are making determined efforts to increase expenditure on education. Kenya, for example, increased its GDP share from 5.2% in 2000 to 6.9% in 2010. Senegal increased the percentage share from 3.2% to 6.0% in the same period. The country that currently devotes the most government expenditure to education is Tanzania with 27.46% in 2010 (compared to the world average of 15.7%).

In 2009, more than 20% of primary-age children in least developed countries were excluded from education. However, where there is political will, there is clear evidence that countries, which are not necessarily rich, can increase investment and achieve universal coverage. For example, Burundi, Madagascar, Rwanda, Samoa, Sao Tome and Principe, Togo and Tanzania have achieved or are nearing the goal of universal primary education (defined as 95% of the net enrolment rate).

One of the main demands of the trade union movement and the Global Campaign for Education is that national governments in developing countries earmark 20% of public expenditure to education, with half going to primary education. However, in over 40 countries, there has been a decline in the share of national GDP going to education since 2000. Even countries with significant GDP growth have failed to invest more in education.

International development assistance and the role of the International Financial Institutions

At international level, the overseas development assistance pledges are too often not realised or aid is tied to market and business goals, focusing on liberalisation and the reduction of public expenditure. Often the International Financial Institutions, particularly the International Monetary Fund, have imposed public funding cuts, and other fiscal and monetary constraints on countries needing financial assistance. International agencies determine other priorities, and are particularly reluctant to invest in teachers' salaries - the vital human resources that make education possible.

Counting the cost: Is education for all too expensive ?

- It would take \$16 billion each year to ensure Education for All around the world by 2015. When compared to other global spending it becomes clear that this is well within reach if major donor countries decide to make it a key priority.
- Reducing global military expenditure by 1.5% would provide enough funds to achieve Education for All.
- Just 0.2% of the estimated money being used to bail out the banks around the globe would provide Education for All.
- Less than three months spending on cigarettes in the USA would be enough to provide Education for All. Global Campaign for Education Making education a reality 1 GOAL.



Since 2004, aid levels to basic education have stagnated at around USD 4 billion per year. Since the start of the global financial crisis, aid levels to basic education are in danger of being reduced still further. While some countries have reaffirmed the role of the public sector and maintained funding for the education sector, elsewhere, education provisions have been cut back drastically.

Education International Action Plan on Sustained Funding of Public Education

At the 6th World Congress in July 2011, Education International adopted an action plan on sustained funding of public education in the midst of the economic crisis which agreed to:

- Lobby the governments of loan-seeking countries and the International Monetary Fund (IMF) and other lending institutions to try to ensure that education and education-related services are not undermined by any loan conditions set by the IMF or other lending institution.
- Organise a global campaign to achieve a minimum benchmark of 6% of GDP for spending on education in all countries, and for the adoption and implementation of the Financial Transaction Tax and a Financial Activities Tax ... in order to increase the financial resources necessary to support all public services, including education.

Discussion Questions

- In countries with large out-of-school populations, what do you think have been the most successful strategies to increase enrolment and provide free, compulsory, quality education for all that you know about?
- In your country, is education for children free? What are the hidden costs of education for a family? What measures would be required to remove barriers to accessing education and making it more affordable to poorest families?
- In your country, do you know what percentage of GDP and what percentage of government expenditure is earmarked for education? Do you agree with the goal of the Global Campaign for Education that 20% of public expenditure in poorer countries should be spent on education, with half going to primary education? What steps would your government need to take to reach this goal?
- In your country, is education compulsory and if so, until what age? Is that the same age as the minimum age for employment? Do you know the numbers of out-of-school children? What measure would be required to get them into school?
- In your country, what measures should be required to improve the quality of education and learning outcomes generally and to ensure universal access, including for the most vulnerable and at risk children?

4. TRADE UNION ACTION TO PROMOTE EDUCATION FOR ALL AND TACKLE CHILD LABOUR AT NATIONAL AND LOCAL LEVEL

Why get involved in child labour and education for all?

(From the General Agricultural Workers Union Ghana)

Child labour is a violation of fundamental human rights.

GAWU's reasons to get involved are:

- Child labour means a loss of jobs for adults;
- Children provide cheap substitute labour;
- Cheap labour can weaken the bargaining power of unions, as children make virtually no demands;
- The exposure of children, who are the future labour force, to all kinds of hazards will affect them in their adult working life.

Our key principles are :

- Agriculture without child labour is possible;
- Where unions are present, child labour is absent;
- Child labour perpetuates poverty;
- Education is the right response to child labour;
- A child's right to education is non-negotiable

Andrews Addoquaye Tagoe, Child labour specialist, GAWU Ghana

Throughout the world, trade unions are active and influential partners in advocacy work and campaigns to eliminate child labour and to promote Education for All at national, regional and international level.

As reviewed previously, since their inception, unions have been at the forefront of the fight against child labour and of campaigning for international standards on the minimum age for employment linked to the end of compulsory education. Their approach was two-fold: national legislation linked to international standards on the minimum age of employment and the promotion of free, compulsory, quality education.

Today, unions are continuing in this tradition and have focused their work on three main aspects:



- (1) Legal frameworks: the ratification and implementation of international legal standards;
- (2) Policy frameworks: free, compulsory, quality education for all, decent work for adults, basic social protection floor, quality public services and so on;
- (3) Campaigns and advocacy work.

This section provides some guidance and examples of the work that trade union centres, sectoral trade unions, and in particular teacher unions, are carrying out to promote education for all, as a human right and public good, and as a means to end child labour.

4.1 The national legal framework

It is important to have a clear picture of the extent to which the current legal position on the minimum age of employment and compulsory education provision at national level is in conformity with international standards and which International Conventions the government has ratified.

Enforcing national legislation and inspection systems on child labour

- a) Calling for the ratification and transposition into national law of the ILO Conventions on child labour if not yet ratified; or calling for the ratification of the optional protocols to the UN Convention on the Rights of the Child (on children in armed conflict and on the sale of children, child prostitution and child pornography) depending on country priorities;
- b) Calling for improved national labour inspectorate system or improved regulation of certain industries with high prevalence of child labour;
- c) Calling for improved enforcement of legal sanctions against perpetrators of worst forms of child labour and strengthening labour inspection systems;

Checklist:

In reviewing national laws, some of the key issues for consideration are:

- Is the legislation in accordance with ILO Minimum Age Convention 138 and ILO Convention on the Worst Forms of Child Labour 182?
- Are the legal ages for compulsory education and employment harmonized?
- Has the government established a list of the types of work that are likely to harm the health, safety or morals of children as required under ILO Convention 182? Have unions been consulted, as required by ILO Convention 182?
- Has the government put on record any plans for improvements in the current situation?

The national policy framework

The lack of decent employment opportunities for adults, and particularly young workers, linked with lack of access and poor quality of education, are the main reasons why children are put to work. Hence as trade unions advocate for employment and labour market growth strategies and decent work opportunities for all, a basic social protection floor and quality public services, they are advocating for an economic enabling environment to eliminate child labour.

Today, in developing countries, in those sectors where there is a strong trade union presence, there is little or no child labour. Conversely, those sectors where the work force is weakly organised or not organised, particularly in rural areas and in the informal economy, child labour is prevalent. Hence one of the keys to tackling child labour is supporting the organisation and representation of informal economy workers. Trade unions have made significant progress in organising workers in the informal economy and in precarious forms of work in the sub-contracting chain. Many trade unions have developed strategies to organise workers in the informal economy and to extend appropriate services to them. Such work is complementary and essential to the achievement of education for all and the elimination of child labour.

Universal Social Protection and Quality Public Services: the Missing Links

Over the last two decades, and as part of the debate on a fair globalisation, there has been renewed interest in the basic right to social security, as a means to address acute poverty and inequality in low-income countries. Basic social security would have a particular impact on workers in the informal economy, where the majority of child labour is found.

Social security is recognised as a fundamental right in Article 22 of the Universal Declaration of Human Rights “Everyone, as a member of society, has the right to social security” and Article 25 identifies the “right to security in the event of unemployment, sickness, disability, widowhood, old age, or other lack of livelihood in circumstances beyond his control,” and is a core element of ILO’s own mandate. However, its application in practice has been largely restricted to the developed economies. For 80% of the global population, basic social security is far cry from their daily realities.

The concept of a basic social security floor consists of a set of guaranteed services and social transfers defined as a right and not part of a contributory scheme:

- Access to basic and essential health care, where the State accepts overall responsibility for ensuring delivery and financing;
- Basic income security for all children through a system of child benefits to facilitate access to nutrition, education and care;
- Targeted income support to the poor and unemployed in working age group;
- Pensions in old age, or in case of disability or for survivors;

While the primary responsibility for basic social security is a government responsibility, the social partners, and particularly unions, will need to have a significant role in the design and management of social protection systems to ensure transparency, good governance and sustainability. Over the last decade, a number of countries in Africa, Latin America and Asia have introduced basic social security schemes, with dramatic results in addressing poverty and exclusion, particularly for informal economy workers.

There have been a number of studies to prove that such programmes are affordable for low-income countries, and could cost as little as 5% of GDP, particularly given positive returns in terms of economic growth, enhanced productivity and improved education, health and nutritional indicators.

A basic social security floor has an important impact on the incidence of child labour and on the school enrolment rates. Recent introductions of a basic social security floor in Tanzania, Zambia and Mozambique have had positive results in increasing school enrolment. Poverty, vulnerability and household survival are the main reasons for child labour. If the right to social security can be realised, combined with the provision of basic services, including water and sanitation, it will act as the gateway to education for all.

Trade unions in general and education unions in particular have an important role in:

- a) Opposing policies which promote the privatisation of existing social protection schemes;
- b) Promoting policies designed to establish basic social protection systems and calling for their vertical and horizontal extension;
- c) Promoting quality public services for all;
- d) Promoting the introduction of universal social protection schemes, developing the arguments for their affordability and creating the necessary political will.

4.2 Campaigns and Advocacy Work: Getting Prepared

Adopting Policies

Unions at local or national level can adopt policies endorsing the right to free compulsory, quality education for all and recognizing the link between the provision of education and the elimination of child labour.

As far as possible, these general policy positions should be consistent across the national trade union movement. The policies can highlight the reasons why trade unions should support programmes to eradicate child labour and promote education, as part of an overall strategy to promote decent work, particularly for young people, the basis social protection floor, and quality public services.

Education International has a long-time commitment, since the adoption of a resolution on child labour in 1995, to work for the elimination of all forms of child labour in line with the definitions of ILO Convention 138 and to advocate for the need to ensure that all children worldwide have access to free, compulsory, quality public education. Their position is that the Education for All goals will not be reached while only focusing on the worst forms of child labour.

Examples of General Policy Resolutions on Child Labour:

IUF 23rd World Congress April 1997

- Declares that child labour is a key trade union activity and that a strong labour movement nationally and internationally is essential to tackle this issue;
- Declares that the elimination of all forms of child labour is the IUF's goal.

ITUC 2nd World Congress Vancouver June 2010

- Congress condemns as intolerable the fact that over 200 million children are at work instead of at school and reaffirms the ITUC's commitment to the historic mission of the trade union movement to eliminate exploitation of children and to achieve universally accessible, free quality education;
- It underlines that child labour is acutely harmful to the physical and mental well-being of children and perpetuates the cycles of poverty, deprivation and underdevelopment of the societies in which it occurs.

EI 6th World Congress July 2011

- Acknowledges the overwhelming evidence that education is one of the most significant factors in the prevention and elimination of child labour and in breaking the poverty cycle;

The Congress calls on member organisations to:

- Adopt specific policies and a programme of action on child labour as well as support for unions in developing countries wanting to address the topic;
- Campaign for 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 education for all;
- Develop specific strategies for girls and women which take also into consideration the specific social and economic benefits countries have from educated mothers;
- Promote quality teacher training and in-service development to enable teachers to meet the diverse and special needs of children, particularly the most disadvantaged, those at highest risk of becoming child labourers (children in conflict zones, regions with HIV/AIDS prevalence, ethnic minorities etc) and those who have been child labourers;
- Develop strategies for monitoring non-enrolment, non-attendance and drop-out at school and its relationship to the spread of child labour, and to use that information to work with parents and local communities so that they understand the value of education and the costs of child labour, and are encouraged to participate with the local early childhood services and schools in decisions about the education of their children.



Assessing the challenge

Unions need to have a broad picture of the national education system, especially at the primary and lower secondary levels, by collecting basic information about the current challenges to achieving quality education for all at primary level and barriers to accessing secondary education. In this way, the geographic areas in which coverage is weak and ought to be improved as well as the population groups who are not well served can be identified. If this information is not easily available on government websites, they can be accessed through UNESCO or the EI (See Section 8 on Resources).

If national statistics only provide a partial picture, unions can carry out research studies to provide specific examples of current weaknesses in the provision of education for all and the incidence of out-of-school children, with some possible recommendations for action. Alternatively, unions can carry out rapid assessment studies to identify the areas with the highest incidence of child labour.

Integrated Household Surveys

According to the 2005/2006 Kenya Integrated Household Budget Survey (KIHBS), an estimated 1.7 million children were out of school in Kenya in 2006. Of these, about 1 million were working. The Report also indicates that the children are involved in exploitative and hazardous forms of work which not only compromise their health, safety, dignity and morals, but also deny them the right to grow, develop and enjoy their childhood.

Looking at the finances

It is useful to have a basic understanding of the financial underpinnings of the education budget in your country, including the current expenditure on different levels of education and as a proportion of public expenditure, GDP and per capita.

Education expenditure can be compared with other departments in order to determine the level of priority that the government gives it. Unions can engage in lobbying for adequate budgets for education, and also monitor expenditure to ensure the funds are being spent as committed. This work can be done in alliance with other like-minded civil society organisations.

What proportion of national income should your government spend on education? UNESCO's Education for All Global Action Plan calls on government to devote at least 6% of Gross National Income to education. The EFA Global Partnership for Education has established a bench mark standard of a maximum of 40 pupils to a class. The Global Campaign for Education has called for governments in poor countries to put 20% of their national budget into education, of which half should be earmarked for primary education.

Identifying Allies

Find out what civil society consultative processes the government has put in place and which organizations are represented on them.

It is more effective to work in coalition with other trade unions, NGOs, or research institutions with shared aims. For example, there may well be a Global Campaign for Education member in your country. You can check the membership list on the GCE website and contact details.

Agreeing the campaign or advocacy goals

Together with other campaign partners, establish realistic and measurable goals to work towards within a specific time frame. These can be reviewed over time if necessary but they help focus debate and demands. There are some ideas for campaign goals set out below.

Setting up a coordination committee or coalition

Establish a group of people as diverse as possible and with gender balance to take overall responsibility for the campaign implementation; make sure the roles and responsibilities of the different people are clear to everyone concerned.

Making the arguments

Collect examples of best practice from neighbouring countries which can be used to persuade government officials of the viability of your proposals.



Once the goals are established, it is useful to spend some time justifying why particular actions are valuable and what national or local benefits they will have. You can use some of the IPEC and ILO studies on the value of the investment in education to national development. A major study published by the ILO in 2003 suggested that the benefits of eliminating child labour and providing universal basic education outweigh the costs by a ratio of 6.7 to 1. (See “Investing in every child-an economic study of the costs and benefits of eliminating child labour” IPEC 2003)

If you have the resources, a cost/benefit analysis on the impact of child labour in particular sectors or geographic areas can be very useful to highlight the longer-term negative economic consequences of child labour.

Designing your plan of activities and timetable

The most effective campaigns are well planned and realistic about the human and financial resources available to implement them. The plan can incorporate key dates in both the national and international calendar to carry out activities to promote the campaign goals.

Develop a communications strategy

An effective campaign requires a strong communications network and regular updates to members, or affiliated unions, and other allies as well as the wider civil society. Media releases about key campaign activities can keep the general public informed.

Monitoring and lessons for the future

Remember to build in a monitoring process so that you can assess your progress and adjust your goals or time frame if necessary.

Keep a written record of your activities, interviews and other recorded statements so that you can write a report on the campaign and learn from your experiences for the future.

4.3 Campaigns and Advocacy Work: Identifying your Goals

Unions in every country will identify different national priorities and targets. Goals are most effective when they are clear, realistic and time-bound. Below are some ideas about the range of ideas your union, in partnership with others, could consider taking up.

Influencing national education policies, programmes and budgets

- a) Advocating for extending public provisions and the promotion of universal access to free, compulsory, quality basic education;
- b) Calling for increases in the proportion of national budgets earmarked for education, as well as the proportion of education budgets that go to basic education, using the UNESCO benchmark of 6% of GDP;

The economic arguments for education – particularly girls' education

In the current global economic downturn, it is more important than ever that the union movement can put forward the economic arguments for investing in education. **The key message is “Failure to invest in universal free and compulsory education holds back economic growth.”**

- The IPEC study on the costs and benefits of eliminating child labour in 2003, estimated that with universal education for children to the age of 14, each child would benefit from 11 per cent more income for every extra year of schooling; (Investing in every child, an economic study of the costs and benefits of eliminating child labour, IPEC 2003)
- One study in 2010 from 50 countries suggests that every extra year of schooling can increase average annual GDP by 0.37%;
- Completing just four years of basic education makes a farmer an average of 8.7% more productive.
- An adult who has completed primary education is likely to earn 50% more than an adult who has never been to school;
- A single year of primary school increases the wages people earn later in life by 5-15% for boys and even more for girls;
- Girls' education is particularly beneficial, as it decreases female fertility rates and infant, child and maternal mortality rates. Education protects against HIV and AIDS, increases women's labour force participation and earnings and ability to organize in the workplace.

- c) Campaigning during elections to get candidates to commit to certain increments in the budget by setting a higher % of GDP to be earmarked for educational expenditure;
- d) Recalling government commitments and highlighting where more action or investment might be required;
- e) Advocating for investment in public infrastructure and quality public services with an emphasis in rural areas, including transport, school facilities and water and electricity;
- f) Arguing for the abolition of all school fees or other direct costs and indirect costs;
- g) Participating in the development and monitoring of education sector plans through the various consultative processes with civil society. These plans should recognise child labour as contributing to the problems of enrolment and retention and include specific measures to address them;
- h) Calling for the harmonisation of compulsory education and minimum age for employment regulations if that is not yet the case;



Calling for measures to improve access and affordability

- a) If school fees are still charged at primary school level, set a goal and proposed timetable for their abolition. Use the guide from the School Fees Abolition Initiative to draw up a draft plan and disseminate to government officials, members of parliament, research organisations and civil society. Highlight the impact that these measures have had on enrolment in primary school in other countries and the benefits for the country as a whole;

Key message: The abolition of school fees is the single most effective measure to reduce the incidence of child labour. Countries which have abolished school fees have seen a dramatic and unprecedented rise in enrolment.

- b) Support proposals for the introduction of universal social protection floor to lessen the vulnerability of poor families and encourage them to send children to school.

Checklist: Campaign ideas to promote a Universal Social Protection Floor

- Invite a speaker from a sister union in a country where these programmes are in operation to explain how they work and what has been the impact;
- Disseminate existing research which shows that even in low-income countries, a basic social protection floor is affordable;
- Write up an interview with the unionist and send to the local press;
- Call for a meeting with government officials to discuss the scheme;
- Hold a conference with the ILO or other UN agencies, the government, or local parliamentarians, unions and parents' associations to discuss how such a scheme could be implemented; make sure the press are invited or send out a briefing after the meeting;
- Organise a march or public meeting to press for the demand.

Campaigning for free, compulsory quality education for all

- a) Call for an adequate supply of professionally trained teachers in line with the 1966 Joint ILO/UNESCO Recommendation;
- b) Set new targets for teacher training or re-training or the adoption of measures to retain teachers, who might otherwise migrate;
- c) Call for new targets on training of female teachers;
- d) Set out your argument against the use of "contract teachers";
- e) Prioritise girls' education and measures to encourage girl children to stay in school; ensure the school curriculum, education and training materials and teacher training programmes promote gender-sensitive education;
- f) Call for improvements in the current system of national education data so that there is disaggregated data by region, gender and other categories, such as language or migrant status, so that the age or grade when pupils drop out of school can be identified more accurately.

Case Study

The National Confederation of Education Workers (CNTE) of Brazil has campaigned on quality public education for all since the 1st World Education for All Conference in 1990. In 1990, according to the National Household Survey, 20% of adults were illiterate and 24% of the age group of 10-19 years. Over 22% of children from 5-15 years were child labourers.

Over the last two decades, illiteracy has dropped to 9.6% of the adult population and 4.2% of children are child labourers (or 1.38 million children). The incidence of child labour is highest in the North East with 11.7% of children in work. It is clear also that racial inequalities and other grounds of discrimination impact on the incidence of child labour. The CNTE has established the Secretary for Social Policies, responsible for child labour issues.

The CNTE is part of various government and civil society coalitions, which work towards the elimination of child labour. It also carries out surveys, sometimes in cooperation with the ILO, to identify the incidence of child labour and to train teachers, using the union's own training materials, about how to address child labour issues in the school and the community.

The CNTE has also campaigned for access to quality education for all. In 2007, after decades of struggle, the Brazilian government set up a new Fund (FUNDEB) to guarantee public funding from early childhood until middle school. In 2009, a further step was taken with the Constitutional amendment which made education compulsory between the ages of 4-17 years with the provision of free, public education. The proportion of GDP earmarked for education rose from 3.9% in 2001 to 5.1% in 2010..

CNTE is currently engaged in discussions concerning the new 10-year National Education Plan. Among the objectives are to guarantee adequate public funding for the education system for children from 4-17 years old, together with provisions for those children and adults who did not access education at the appropriate age. The plan also calls for the provision of sufficient nurseries to meet the demand, and programmes to increase the numbers of 15-17 years old in secondary education, which is only 50% of the age group currently. Another key demand is to reach equivalence between the average salaries of teachers and other professionals because at the moment a teacher earns about 40% less than other professions with similar levels of training.

There are two special programmes which have had a positive impact on child labour. The Bolsa Familia guarantees a child allowance to low-income families with children at school until 17 years. The Programme for the Elimination of Child Labour covers regions with a high incidence of child labour and provides a subsidy to families with children in school. Juçura Vieira National Confederation of Education Workers

4.4 Collective bargaining as a tool to prohibit child labour and promote education for all

When unions organise and negotiate for decent working conditions and decent jobs, it has an impact on the incidence of child labour and school enrolment rates. If workers are paid fairly, they will be able to afford to send their children to school as they do not need to rely on the additional income for household survival, and they can afford the direct or indirect costs of schooling. If workers benefit from social protections, such as health and accident insurances, in times of difficulty, they will not need to take children out of school. If women enjoy equality at the workplace, it will be easier for women heads of household to afford the costs of sending children to school. In this sense, when unions fight for decent work, they are also fighting to create an enabling environment for quality education for all. Hence, collective bargaining must be seen as one of the main trade union strategies to tackle child labour.

“BWI and its affiliates seek to end the exploitation of cheap labour in the construction, brick kiln, stone quarrying, wood and forestry industries. Our aim is to contribute to ensuring decent education for children and decent work for adults. When a child is sent to school the revenue lost is compensated by the wage rises secured by the unions. Unions which gain wage rises have in turn stronger bargaining power thanks to the increase in membership.”

Ambet Yuson, General Secretary Building and Wood Workers International

What should be in a collective bargaining agreement?

Although national employment legislation may stipulate the minimum employment age, some collective agreements, particularly in economic sectors like agriculture where child labour is common, reaffirm the law as a joint commitment between employers and workers.

Direct employment

A clause to stipulate that the enterprise will not employ any person below the minimum age set in national legislation, or if that age is below the ILO standard, negotiate a higher minimum age.

Some examples of collective bargaining agreements in agriculture in Africa

Here are some examples of collective agreements in commercial farming enterprises in Africa:

- Agreement between Kakira Sugar Works and the National Union of Plantation and Agricultural Workers (NUPAW-U) Clause 22: a) “No person under the age of 18 shall be employed by the company and employees shall not be allowed to bring their children who are under the same age to the estate to work their tasks.”
- Agreement between Gumaro Tea Development Plantation management and trade union in Ethiopia when a new collective bargaining agreement was signed in 2002, whereby it was agreed to work jointly to eliminate hazardous child labour from the enterprise and child labour generally, by considering possible solutions together .

- Agreement between the Ghanaian Oil Palm Development Company and the General Agricultural Workers Union of Ghana (GAWU) when the collective bargaining agreement committed management and union to work together to eliminate child labour in and around the plantations.

The agreement states:

“The management is committed to the eradication of child labour in and around the plantations, and within the country as a whole. The management shall, in conjunction with the Union, take necessary action to ensure that child labour is absent from within and around the plantation.” (Source *Bitter Harvest*)

COTU Kenya Rapid Assessment Study: Inclusion of Child Labour Issues in Collective Bargaining Agreements 2010

COTU commissioned a rapid assessment report in 2010 and found that the number of collective bargaining agreements (CBAs) negotiated and registered by the trade unions increased from 275 in 2005 to 324 agreements in 2009. The number of workers covered by the CBAs also increased from 59,445 to 83,907 persons over the same period.

There were three CBAs with child labour clauses, negotiated by the Kenya Plantation and Agricultural Workers Union (KPAWU). These CBAs were agreed between the union and Kenya Tea Growers Association (Kericho/Sotik Branch), Kenchic Limited and Njoro Canning Factory. While the last two companies cover the issue under a specific Child Labour Clause, the KTGA/KPAWU agreement covers it under Employment Policy. In all the instances, the clauses bar employers from engaging anybody who is below the age of 18 years.

As a result of this survey, it was agreed that future ILO/COTU (K) activities on child labour at workplaces should focus on:

- Facilitating employers and workers through their trade unions to develop and implement workplace child labour policies, including integrating salient provisions of the policies in CBAs;
- Encouraging and making follow-ups with trade unions on the need to integrate child labour issues in their CBAs;
- Sensitising workers and employers on the general status of child labour in the country, possible ramifications and the need for taking more concrete and integrated measures to combat the problem.

It should be noted that while a minimum age of 18 is appropriate in workplaces that pose a safety risk to young workers, in general young people should be free to seek employment when they have reached the minimum age of employment. The issue of unemployed youth is also a concern of the trade union movement and creating opportunities for those who have reached the minimum age to enter work is important. Trade unions can play an important monitoring role ensuring that young workers are not exposed to hazardous conditions.

Case Study: Collective Agreement of education trade unions (FSASH and SPASH) with the Ministry of Education to work towards the elimination of child labour

Articles 10.1 and 10.2 of the Collective Agreement between the Educational Trade Unions, (FSASH and SPASH) and the Albanian Ministry of Education and Science in force until 31 December 2014, stipulate the trade unions' engagement together with their counterparts in the elimination of child labour in Albania, especially through the mobilisation of teachers, their training and commitment in decreasing school drop-out rates and preventing of child labour.

Article 10.3 of this agreement stipulates that the Ministry of Education and Science supports joint actions between school administrations and trade unions on keeping pupils in school and child labour prevention and elimination.

Article 10.4 confirms that the Ministry of Education and Science and the respective Regional Education Directorates, as proposed by FSASH and SPASH, will remunerate teachers actively engaged in extra hours' activities for prevention and elimination of child labour, which show good results in keeping pupils in the school.

Sub-contracting contracts and supply chains:

Child labour is most likely to occur in the sub-contracting chain in the formal economy or in informal enterprises. Clauses on minimum age of employment can be included in the agreement with the main contractor.

The main contractor agrees to insert a clause in contracts with sub-contractors stating that the sub-contractor will not employ persons under the minimum age of employment.

Provision of schools:

Trade unions can also negotiate with employers to subsidise or support a primary school for workers' children. This is particularly relevant in remote areas such as mining and plantation communities where public schools are not yet available or easily accessible.

Piece-rate payments and wage systems:

In some cases, such as brick kilns, or other small –scale artisanal industries, such as stone-carving or brick crushing, unions can seek to negotiate pay systems which are based on daily or monthly wages rather than the piece-rate system. The piece-rate system tends to encourage the use of family labour as even a small contribution from a child will add to the daily income.

National codes of conduct and memorandum of understanding:

Unions, in association with civil society organisations or with the Global Union Federations, have entered into national cooperation agreements focusing on child labour or forced labour with the employers' associations. These agreements include establishing monitoring mechanisms and are often accompanied with the implementation of development programmes.

Case Study : Brick Kiln Manufacturers of India

The All India Brick and Tiles Manufacturers Federation (AIBTMF) and the Building and Wood Workers International (BWI) signed a memorandum of understanding in 2008 stating that:

- They agree to work together on joint campaigns for promoting educational facilities for children in and around brick kiln work sites through government programmes.
- Child labour and forced labour will not be permitted at brick kilns.
- There will be no discrimination in employment between local and migrant workers. The workers shall be paid the minimum wages as stipulated by the Government.
- They agree to formulate a joint coordination committee to resolve issues of concern.

"The Brick Kiln Unions have set up workers' committees, which act as a first contact point between the Union and workers at the grass-root level. These committees normally take shape after rounds of rights awareness and campaign meetings carried out by the Unions at the worksite. In addition to defending workers' rights, these committees are also expected to ensure that no child labour is used at the worksite and that there is speedy grievance redressal procedure." Rajeev Sharma BWI

Checklist: Is there a well-functioning social dialogue mechanism between teachers unions and employers ?

- Teachers unions enjoy freedom of association and the right to collective bargaining;
- Salaries and working conditions for teachers are determined through a process of negotiation between teachers unions and the employers;
- Remuneration levels are fair and reflect the value of teachers to society;
- Teachers' pay, pension schemes, conditions of service and job security are comparable to those which apply to other professions requiring a similar level of qualifications and should be sufficient to recruit and retain high calibre candidates to the profession and encourage them to remain in the profession;
- Teachers unions play a central role in developing future strategies for teacher training and recruitment, and in the development of curriculum and education programmes generally.
- The social dialogue includes a review of progress towards EFA goals and actions to reduce the incidence of child labour;
- Unions form part of a multi-sectoral coordination structure led by the government and involving a range of government agencies (labour, education, social welfare, women and families, health) and a broad range of social partners, and including partnerships with UN agencies and other international organizations.



4.5 Promoting education for all in the school and the community

Teachers and their unions have an important role to play in the prevention of child labour through education. As professionals they have direct contact with children, which allow them to influence their education and guide their choices. Teachers unions can for example:

- a) Include issues of children's rights in the school curriculum and to explain the dangers of child labour. EI has produced various resource materials for use by teachers. ILO IPEC has also produced training materials, which use visual, literary and performing arts as a means of increasing a child's understanding of the impact of child labour. The materials are called SCREAM Stop child labour (IPEC June 2002);
- b) Hold special events or creative activities with school children to highlight the negative impact of child labour;
- c) Establish and support monitoring systems on school enrolment, attendance and drop-out rates in order to identify children at risk and so that when teachers see signs that children are regularly missing school they can contact the parents or guardians. These monitoring systems at their most comprehensive should link community based monitoring with national institutions and the school inspection system;
- d) Set up child labour committees in the school and to inform parents, local employers and local authorities about the issues;
- e) Working with other agencies, reach out-of-school children and child labourers.

Case Study: All India Primary Teachers' Federation working with schools and the community

The All India Primary Teachers' Federation (AIPTF) is actively engaged in the elimination of child labour in India. The AIPTF considers that the root cause of child labour is the high-level of adult illiteracy and acute poverty of families who send their children to work as labourers or as domestic workers to supplement the family income.

The AIPTF is following a multi-faceted approach to addressing the problems of child labour. It is improving teaching skills, convincing parents or guardians and community leaders that child labour does not reduce poverty but rather perpetuates it. In the states of Tamil Nadu, Odisha, and Uttar Pradesh, surveys were conducted to identify out-of-school children. At the same time, meetings were held with community leaders and parents to explain the negative consequences of child labour. In Tamil Nadu, during 2009, 93 out-of-school girls were identified in one block and it was possible to have 69 of them readmitted to school. In Odisha, 369 out-of-school girls in one block were identified and 212 were admitted to school. In Uttar Pradesh, the study was conducted in two districts. In 2009, 1,222 children (including 547 boys and 675 girls) were identified and admitted into regular school. According to AIPTF, it is the pressure of the community that has made these enrolments possible. Very few of the children that were admitted have dropped out. Teachers have been trained in innovative learning techniques and the overall quality of education has improved.

4.6 Role of trade unions in promoting rural development programmes

The International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers (IUF) supports rural development strategies aimed at reducing poverty, improving rural livelihoods and mainstreaming child labour concerns into agricultural policy making. At national level, many agricultural and plantation workers unions are also working with other partners to support integrated and sustainable rural development projects to address child labour. Unions and NGOs are working to create “child labour” free households, such as for example, in the cocoa-growing communities in Ghana and Ivory Coast.

Mutual-aid groups in Kyrgyzstan

In Kyrgyzstan, a project to eliminate child labour in the tobacco industry in two districts includes awareness –raising programmes in the villages, with teacher and health workers, and children themselves. The poorer farmers were encouraged to form mutual-aid groups in order to receive loans with favourable interest rates. The loans are given to the mutual –aid group, not individually, and the main condition is that the group agrees not to use child labour. From 2005-2009, it was reported that almost 3000 children (47% girls) were withdrawn from work in the tobacco fields and enrolled at school. Many of the families have been able to improve their economic situation and the mutual-aid groups have been able to make savings for new investments to improve productivity. (www.iuf.org/wdacl/2010)

Case Study: Child domestic workers and participatory rural development in Tanzania

In Tanzania, young girls from poor families in the rural areas enter domestic work as early as seven years. They are recruited by their employers, friends, relatives or agents. Child domestic labour is characterised by a heavy work load, very long working hours, physical and often sexual abuse, general neglect, harassment as well as exploitation.

The Conservation, Hotels, Domestic and Allied Workers Union (CHODAWU), an IUF affiliate, has been working at the community level in several provinces which are leading catchment and recipient areas of domestic child workers. These include Singida, Iringa and Dar-es-Salaam, the later being the major recipient region.

Participatory Approach: CHODAWU employed a participatory approach, involving parents and families, district, ward and village government leaders, religious leaders, teachers and local NGOs and CBOs. They all took part in an initial mapping to identify child domestic workers or those who might be at risk. The participatory approach brings people at the grass root level together so that they commit themselves, own the problem and form a plan of action for change.



The activities included the formation of child labour committees, establishing registers in each village for children withdrawn or at risk of child labour, formation of by-laws to protect children subjected to child labour, and identification of alternatives for the withdrawn children. Home and school visits were undertaken. Ward and village leaders helped identify children out of school in collaboration with teachers, using the school registers. There were awareness-raising events using songs, drama, local dances, and poems.

The child labour committees were responsible for drawing up a community plan of action, with the allocation of roles and tasks to different groups in the village. The committees were gender sensitive in their composition and distribution of roles. From 2004-2006, CHODAWU was able to withdraw and prevent more than 8,500 children from entering domestic work. Direct support for uniforms, fees and other educational needs were provided to the poorest families, and for orphans and disabled children.

Withdrawn and prevented children who could not go back to primary school or the Complimentary Basic Education System (COBET) which was initiated by the Government to provide transitional education, were given some alternatives, including secondary school education if appropriate, or vocational training. A significant output of the programme was establishing a tripartite minimum wage board for domestic workers. A CHODAWU representative is a member of the board.

Vicky Kanyoka, International Domestic Workers Network-IUF Regional Coordinator, Africa

CONCLUSIONS

This section has provided some ideas and examples of the action that trade unions are carrying out to promote education for all and eradicate child labour. It has looked at different campaign strategies focusing on influencing national policies, programmes and budgets in order to make free, compulsory education for all a reality. It has provided some case studies of how trade unions have worked in partnership to develop national education policies and programmes. The section has also examined the role of collective bargaining and social dialogue and how trade unions can work with, or put pressure on, employers to prohibit child labour, in both direct and indirect employment situations, through sub-contracting and supply chains. It examined the potential role of industry-wide memorandum of understanding or codes of conduct, particularly where they are backed up with detailed studies of the extent and impact of child labour. It refers to the specific role of teachers' unions in promoting universal access to education among parents and in communities with children at risk. Finally, it looked at the wider role of trade unions in supporting integrated development programmes, particularly in rural areas with a high incidence of child labour.

Based on their own organising base, strategic priorities and the national situation, unions identify those goals and actions which can best support their organising priorities and have the most impact. Working with other civil society organisations, particularly the Global Campaign for Education brings the added advantage of a strong and united voice at national level. Working across the globe, through international advocacy, campaigns, and partnerships, can complement and strengthen work at national level.

Discussion Questions

- What three things could your union do to create awareness about the negative impact of child labour?
- In your country, what do you think should be the main advocacy goals of a trade union plan to promote education for all?
- What would be your arguments to convince others that trade unions should give priority to a campaign against child labour and the promotion of education for all?
- Who do you think could be your main allies in this campaign? Make a list which can include governments and employers' or business organisations as well.
- Why do you think it is important to take into account the situation of the girl child in any campaign strategy?
- Do you think your campaign should focus on a particular sector or geographic area? List your reasons.
- Is there a need to improve national legislation concerning the minimum age of employment or to extend the end of the current system of compulsory education? List what needs to be improved?
- Has the government ratified key international commitments recognising the human right to education?
- Is there a need to harmonise the legislation so that the minimum age of employment coincides with the end of compulsory schooling?
- How do you think collective bargaining can support work to eliminate child labour?
- What should be the role of the labour inspectorate and what is the current situation in your country?
- How do you think unions can develop strategies to address child labour in the informal economy?
- When reading the case study about Tanzania, do you think such a project could be implemented in your country?



5. TRADE UNION ADVOCACY AT INTERNATIONAL LEVEL

In order to carry out a successful campaign, you need to be very clear about what you are planning to achieve. You need to identify the goals and the targets and make sure you focus on the main priorities. Don't set goals too high- it is better that the priorities are realistic. You should also make sure that your messages are clear and easy to understand if you want to get support from the general public. I think a good campaign is also transparent. Most campaigns are about putting pressure on the government or international community to commit more resources to educational goals. It's best to make clear that you are asking the government to make choices, and explain what they are."

There is a wide variety of opportunities for unions, whether at local level or through their national centres and their international affiliations, to get involved in work on child labour and education for all at a global level. Taking action across the world has a powerful impact and is a tool to put pressure on the international community to strengthen political commitments and programmes. At the same time, international campaigns can further national endeavours.

This section provides a brief overview of the main UN agencies working on child labour issues and examines the role of the ILO supervisory mechanisms. It reviews initiatives to achieve responsible global sourcing and the role of International Framework Agreements. It also looks at the significant progress that has been made within the World Bank Group to require respect for fundamental labour rights, including child labour.

5.1. Which are the key UN agencies?

ILO is the lead agency working on child labour and coordinates some of its work on child labour and education with UNESCO, UNICEF, UNDP and the World Bank. The ILO's International Programme on the Elimination of Child Labour (IPEC) was created in 1992 with the overall goal of the progressive elimination of child labour, which was to be achieved through strengthening the capacity of countries to deal with the problem and promoting a worldwide movement to combat child labour. IPEC currently has operations in over 90 countries, and is the largest programme of its kind globally. The ILO Bureau for Workers' Activities (ACTRAV) also supports trade unions initiatives in the field of child labour.

UNESCO is the lead agency for the Education for All campaign and is mandated to coordinate with UNDP, UNFPA, UNICEF and the World Bank. UNESCO focuses its activities on five key areas: policy dialogue, monitoring, advocacy, mobilisation of funding and

capacity development. In order to sustain the political commitment to EFA and accelerate progress towards the 2015 targets, UNESCO has established several coordination mechanisms managed by UNESCO's EFA Global Partnerships team.

UNDP is taking the lead coordination role on the implementation of the MDGs and tracking progress and is coordinating the "Delivering as One UN- country initiative."

UNICEF's mandate is to promote the rights of the child. It works to ensure that every child – regardless of gender, ethnicity, socio-economic background or circumstances – has access to a quality education. It provides a particular focus on gender equality and works towards eliminating disparities of all kinds. Its programmes and initiatives target the world's most disadvantaged children: the excluded, the vulnerable and the invisible. It is a key member of the UN Girls' Education Initiative (UNGEI) and supports the campaign for child friendly schools.

5.2. Using the ILO Reporting and Supervisory Mechanisms

The elimination of child labour is one aspect of the wider trade union agenda to achieve decent work for all and respect for fundamental rights at work. The right to freedom of association, collective bargaining, non-discrimination and the elimination of forced and child labour are mutually reinforcing.

Declaration of Fundamental Principles and Rights at Work

The ILO Declaration of Fundamental Principles and Rights at Work (1998) recognises that all states, by virtue of their membership in the ILO, have an obligation to respect the fundamental rights which are the subject of the core conventions - even if they themselves have not ratified a particular convention. Paragraph 1(c) of the Declaration calls for "the effective abolition of child labour". As part of the follow-up procedures, governments which have not ratified one or more of the core conventions must submit a report on the situation in their country, and to re-examine obstacles to ratification. Employers' and workers' organisations are invited to provide their comments, and governments are required, in accordance with practice under article 23 of the ILO Constitution, to identify the organisations to which they have sent copies of their annual report. If, for any reason, the employers' and workers' organisations have not been consulted, they can submit their own comments directly to the International Labour Organization.

Ratification of ILO Conventions 138 and 182

There is almost universal ratification of Convention 182, on the worst forms of child labour. However, there are still 14 countries that have ratified Convention 182 and not ratified Convention 138 on the minimum age of employment. These are countries with a significant proportion of the world's children. In those cases, trade unions should still be advocating for ratification as part of their campaign strategies.



India: Ratification campaign for the core ILO Conventions on child labour and on freedom of association and collective bargaining

ILO ACTRAV has worked closely with the nine Indian trade union centres to develop an Action Programme for the ratification and implementation of ILO labour standards. As part of this wider programme, the Hind Mazdoor Sabha national trade union centre is coordinating a project to intensify trade union activity calling for ratification of the core ILO Conventions on child labour and on freedom of association and collective bargaining. HMS has created a group to develop and implement the campaign strategy, which includes workers' education sessions, national and State level rallies, including tripartite meetings, and the publication and dissemination of relevant materials. Finally, the project includes an organising campaign among domestic workers in Tamil Nadu and Karnataka in order to fight child domestic labour.

Reporting on the Application of Conventions

Governments must submit reports to the ILO on each ratified Convention on a regular basis, according to the list prepared by the Governing Body, describing:

- The arrangements made to achieve the goals of a convention;
- How to overcome any obstacles in the way of its full application;
- How it is applied in practice.

Trade unions are entitled to receive copies of these reports and to comment on them.

Where there are concerns about the application of the Conventions, the reports are examined by the ILO Committee of Experts on the Application of Conventions and Recommendations. The committee can make observations in cases where countries are not complying with the ratified convention. The report of the Committee of Experts is also referred to the ILO Conference where the Tripartite Committee on the Application of Conventions and Recommendations reviews the most serious cases.

There are also general surveys on specific topics agreed by the Governing Body and analysing the situation of the application of a convention in all member countries, whether they have ratified the convention or not.

Find out more about ILO Standards and the Declaration

See the ILOLEX Database of International Labour Standards which is a trilingual database containing ILO Conventions and Recommendations, ratification information, comments of the Committee of Experts and the Committee on Freedom of Association, representations, complaints, interpretations, General Surveys, and numerous related documents. <http://www.ilo.org/ilolex/english/> If you wish to raise an issue of non-compliance of a ratified Convention (No 138 or 182), you can discuss it with the ILO and any national or international organisation to which you are affiliated

Case Study: Uzbekistan and forced child labour in the cotton industry

Over the last decade, the issue of State-organised forced child labour in the cotton industry in Uzbekistan has been a major concern of the international trade union movement and human rights organisations. Because of international pressure, Uzbekistan ratified ILO C. 182 on the elimination of the worst forms of labour in 2008 and C. 138 on the minimum age of employment in 2009. It also developed a national list of worst forms of child labour, under which terms persons under the age of 18 were prohibited from working in cotton picking or watering. The government also established a National Action Plan on Child Labour in 2008.

However, there still remains a vast disparity between the legal commitments and the practice on the ground.

The ITUC has brought the issue of forced child labour in Uzbekistan to the attention of the ILO Committee of Experts on the Application of Conventions since 2008. It was also examined in the ILO Conference Committee on the Application of Standards since 2010.

5.3 International Framework Agreements

Clauses on the minimum age of employment can also be included in binding International Framework Agreements signed between global union federations and multinational companies. These agreements also include compliance monitoring mechanisms. The ILO estimates there are 65,000 MNEs employing 90 million people or 1 out of 20 of the global workforce. They are also indirectly responsible for millions of jobs through global sourcing, where child labour is likely to occur.



The global unions keep a register of all existing international framework agreements (www.global-unions.org/framework-agreements.html) so it is possible to check whether a company operating in your country has signed up. The Global March against Child Labour also publishes an annual survey by a financial risk company, Maplecroft, which classifies the level of risk of the use of child labour in multinationals' supply chains in different countries.

Here are some examples of clauses concerning the abolition of child labour in international framework agreements:

Chiquita Brand

In June 2001, the Chiquita brand of bananas renewed its agreement between IUF and the Latin American Coordinating Committee of Banana Workers' Unions (COLSIBA). Chiquita reaffirmed its commitment to the core ILO labour conventions, including ILO Convention 138 and 182. Chiquita also stated that it will require its suppliers, contract growers and joint venture partners to provide reasonable evidence that they respect national legislation and minimum labour standards.

Telefonica S.A.

The UNI –Telefonica Code of Conduct, signed in 2011, affirms their support for fundamental human rights. It states:

- Child labour shall not be used. Only workers above the age of 15 years, or over the compulsory school-leaving age if higher, shall be employed (ILO Convention 138).
- Children under the age of 18 shall not perform work, which by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morality of children. (ILO Convention 182)

5.4 World Bank Performance Standards and Child Labour

As a result of consistent pressure from the international trade union movement, the World Bank's private sector lending fund, the International Finance Corporation, agreed in 2002 to recognise the fundamental labour standards, as included in the 1998 ILO Declaration and to ensure compliance with those standards in its development projects. The IFC developed a Performance Standard (PS2) which required beneficiary companies to comply with fundamental labour rights.

The World Bank's procurement department and all the multilateral development banks now require compliance with fundamental labour standards in the harmonised conditions for construction project contracts adopted in 2010. There is still not a coherent policy throughout all the divisions of the World Bank although the Bank's Independent Evaluation Group has recommended it, with the full endorsement of the trade unions and other civil society organisations.

The IFC Performance Standards have the potential to be a useful tool to enforce workers' rights including the elimination of child labour. More information on this procedure is available in the publication "Labour Standards in World Bank Group Lending: Lessons Learned and Next Steps," ITUC November 2011.

Case study on child labour in telecom operations in Africa

The IFC supports projects with Millicom, a global telecommunications company based in Luxembourg. In May 2009, IFC published information about a proposed investment in the DRC, known as Tigo. The Tigo company trade union, affiliated to the National Federation of Communication Workers (FNCT) alerted the global union federation, Union Network International (UNI), and a complaint was submitted to the CES in August 2009 before the funds had been disbursed. The complaint referred to three areas of non-compliance; child labour, freedom of association and collective bargaining. Tigo sub-contracts the sale of telephone cards and frequently children are employed to sell the cards. The unions also complained about the anti-union management position. While the investigation was quite slow and the union was not kept well informed of the process, the chief outcome of the complaint was that an Action Plan was agreed between IFC and the company. Although the implementation remains a challenge, it has set an important precedent.

World Bank Ombudsman

Performance Standard 2 (PS2): Labour and Working Conditions specifically references the eight fundamental labour standards, including C. 138 on the minimum age of employment, and made compliance obligatory for all clients. IFC's compliance advisor –ombudsman is available to receive complaints on non-compliance.



CONCLUSIONS

Trade unions at international level are using different and inter-related strategies to address child labour and promote education for all. They are playing a vital role in keeping these issues high on the international agenda and ensuring that there is no back-tracking on commitments as a consequence of the global financial crisis. The key to success is sustained and coordinated advocacy at both national and international level, combined with national mobilisations, where trade unions work in alliance with other civil society organisations.

Discussion Questions

- How do you think your union could work with international partners to eradicate child labour and promote education for all?
- Are there any key international conventions which have an impact on child labour, which your government has not yet ratified? If so, what would be required to achieve ratification? Remember to consider the new ILO Convention 189 on Domestic Workers as well.
- When reading the case studies in this section, do you think there are situations in your country which might benefit from an international campaign?

6. GLOBAL COALITIONS AND PARTNERSHIPS

There are a number of inter-governmental and international non-governmental coalitions designed to facilitate funding for education for all, act as policy forums and create awareness, action and exchange of good practice. It is important that trade unions active in the campaign for education keep informed of the main commitments of the international community to funding education and participate as far as possible in existing coalitions at national level. Education International is a founding member of the main civil society coalition, the Global Campaign for Education.

In addition, many trade unions have established partnerships with trade unions and civil society organisations in the South in order to promote initiatives on child labour and education for all. Some examples are show cased here as examples that could be replicated in other situations.

6.1 Global Partnership for Education (previously EFA Fast Track Initiative)

Since 2002, the EFA Fast Track Initiative was created as a global financing mechanism for developing countries and donors to coordinate work to achieve universal primary education. The EFA Fast Track Initiative was seen as a compact between the donor community and developing countries. Countries were required to develop a comprehensive education sector plan, which were then reviewed by donors and civil society.

It was renamed the Global Partnership for Education in September 2011 following a restructuring and in recognition of its expanded role. It currently comprises 46 developing countries and 30 donor organisations, at bilateral, regional and international level, development banks, civil society organisations and teacher organisations. Education International is on the Board of Directors.

Since 2003, the Partnership reports it has helped put 19 million more children into school, supported the construction of over 30,000 classrooms and trained over 337,000 teachers. It estimates that there are still 67 million children out of school at primary level, and 71 million out of school in lower secondary education.

Road Map for Achieving the Elimination of the Worst Forms of Child Labour by 2016

In May 2010, a meeting organised by the Ministry of Social Affairs and Employment of the Netherlands, in cooperation with the ILO, organised a Global Conference on Child Labour in The Hague. The outcome document known as the Roadmap aimed at substantially increasing global efforts to eliminate the worst forms of child labour by 2016 and to give direction to national and

international policies and programmes. The conference was attended by 80 countries and counts as one of the most high-level conferences on child labour in the last decade. The Roadmap included a call for the social partners to accelerate action against child labour by “Advocating for effective training and education policies and for extended access to free, compulsory, quality education up to the minimum age for admission to employment.”

6.2 The Global Task Force on Child Labour and Education for All

In recognition of the link between child labour and exclusion from education, the Global Task Force on Child Labour and Education for All, (GTF), was set up in Beijing in November 2005 as an inter-agency partnership endorsed and launched during the Education for All High-Level Group meeting. Members of the GTF include the ILO, UNESCO, UNICEF, World Bank, UNDP, Education International and the Global March against Child Labour. The governments of Norway and Brazil have also joined the task force.

The overall objective of the GTF is to contribute to the achievement of the EFA goals through the elimination of child labour. The GTF is a partnership to assist developing countries in this work. Its main strategy is to mobilise political will and momentum towards integrating the issue of child labour in national and international policy and programmes contributing to the EFA objectives. Its work includes:

- strengthening the knowledge base on child labour and education linkages
- advocacy and social mobilisation
- programme support
- promoting policy coherence
- developing partnerships

Because there are a wide range of factors which result in child labour, the GTF argues it is important to develop strategies and programmes with a multi-sectoral approach and across government agencies, which take into account both the need to tackle poverty, provide accessible education, overcome issues of discrimination and provide decent work for young people.

6.3 The Global Campaign for Education (GCE)

The Global Campaign for Education is the major international civil society movement on education for all. It is made up of national education coalitions in over 100 countries, comprising child rights groups, international charities and teacher unions. It seeks to hold governments to account to deliver the right of everyone to a free, quality public education and the EFA goals generally. It was founded in October 1999, with the aim

to ensure that the World Education Forum in Dakar in 2000 would result in lasting commitments by governments to implement the Education for All goals. Education International is a member of the Executive Board.

The GCE calls for:

- Free and compulsory, quality public basic education for all children, for at least eight years;
- Increased provision of quality early childhood education and care;
- The eradication of adult illiteracy and a second chance to learn for youth and adults who miss out on formal schooling;
- An end to child labour; democratic participation of, and accountability to, civil society, including teachers and their unions, in education decision-making at all levels;
- Reform of International Monetary Fund and World Bank policies to ensure they support rather than undermine free, quality, public basic education;
- Fair and regular salaries for teachers, properly equipped classrooms and a supply of quality textbooks;
- Inclusive and non-discriminatory provision of services for all;
- The mobilisation of political will and new resources in support of national education plans to realise the EFA goals, including public expenditure of at least 6% of GNP and substantially increased aid and debt relief for the poorest countries.

The GCE Campaign Priorities

At its 4th General Assembly in February 2011, the GCE agreed to continue its priority campaign for improved financing for education, with a particular focus on domestic sources of financing, through improved and progressive taxation systems, campaigning against corporate tax evasion and capital flight, and advocating for transparent decision-making within national Ministries of Finance and the effective use of funds to reach intended beneficiaries. The GCE also agreed to campaign against IMF imposed macro-economic policies which limit the scope of States to meet their obligations to provide universal primary education.

The GCE also agreed to campaign to establish minimum targets for State budgets for early childhood education and to ensure quality pre-primary education, with a particular focus on the most disadvantaged. It was also resolved that GCE national coalitions should focus their campaigns on the human right to education and make governments accountable for their Constitutional commitments.

The GCE has also taken a strong position on the issue of teaching shortages and terms of conditions of service of teachers. The General Assembly noted that the acute shortage of qualified educators, coupled with high levels of teacher attrition, represents one of the biggest hurdles to reaching EFA goals.

It stated that, according to the latest UIS (UNESCO Institute for Statistics) figures, 9.1 million teachers need to be recruited to reach UPE by 2015 and expressed its serious concern about the recruitment of unqualified, volunteer, contract or “para”-teachers and its impact on educational quality.

It urged governments and educational authorities both public and private, to work with teachers’ organisations through processes of social dialogue.

Case Study: The Canadian Teachers’ Federation (CTF) engagement with the Global Campaign for Education

“CTF was actively represented at the Dakar meetings in 2000 where “Education for All” targets and “Millennium Development Goals” were endorsed by world leaders. CTF created a Global Teacher newsletter circulated to all publicly funded schools across Canada to engage teachers in the issues around EFA and opportunities for action including classroom lesson plans and resources that demonstrate barriers to education including child labour and child soldiers.

CTF was a founding member of the Canadian Global Campaign for Education (CGCE) Network. The CGCE engages in research and policy, curriculum, an annual ‘learning forum’ on current issues and advocacy for the right to education.

A visible contribution of CTF since 2004 was the creation of an annual “Breakfast with Canadian Parliamentarians” to mark Global Action Week (GAW). CTF teacher leaders from across Canada joined their Members of Parliament on Parliament Hill for an inter-active program of awareness.

Audio-visual backdrops, placemats and hand-out material reinforced the role and well-being of teachers as the key to effective child-centred learning and meaningful national and international development. These ranged from a CTF report card on the Canadian Government performance on issues related to the elimination of child poverty to videos compiled from student-teacher action across Canada on the GAW theme.

CTF has learned to work with diverse partners for shared purposes, and to infuse policy and practice with fairness and respect for teacher and children’s rights. A teachers’ union can ensure that formal education, qualified teachers and equitable access to quality publicly funded education are integrated into diverse approaches.

The Global Campaign for Education is not an isolated campaign, but a movement that essentially touches every child, youth, parent, teacher and life-long learner. As teachers, we work on the front lines in many different contexts. Teacher unions have an opportunity to expand solidarity while deepening the reach of professionalism and to ensure that the call for world leaders to “keep their promises” for EFA reflects both. Barbara MacDonald Moore, Director International Programs, Canadian Teachers’ Federation”

6.4 Global Coalition on Protecting Education from Attack (GCPEA)

Increasingly in conflict countries and fragile States, teachers and students are putting their lives at risk simply by simply going to school, as rebels, armed forces and repressive regimes consider schools, universities, students and teachers as legitimate targets. A large percentage of the out-of-school children are found in conflict-affected areas. Education institutions are threatened by armed attacks, assassinations, abductions, forced recruitment, looting, destruction of property and other violence. In such settings it is clear that the right to education is at risk, as is the physical, cognitive and psychosocial well-being of students and their teachers.

EI has launched a safe school initiative and in 2009 adopted a Declaration entitled "Schools shall be a safe sanctuary."

In Colombia, 27 teacher unionists were killed in 2010 leaving bereaved families and also hundreds of students without teachers. In Afghanistan, 613 attacks on schools were recorded in 2009. In Thailand's three southernmost provinces, 63 students and 24 teachers and education workers were killed or injured in 2008 and 2009. In the Central African Republic, the UN reports the continued recruitment of school-children by armed groups and incidence of sexual violence on girls.

The reports on the situation of teacher rights to the UNESCO-ILO Committee of Experts on the Application of the Recommendations on the Status of Teachers (CEART) every 3 years. In 2009, the EI report to UNESCO and ILO highlighted the increasing number of attacks against teachers and academics. This EI report found that teaching professionals and intellectuals are extremely vulnerable to attack.

The Global Coalition for Protecting Education from Attack (GCPEA) was formed in February 2010. EI is a member of the Steering Committee, along with representatives from UNESCO, UNICEF, Human Rights Watch, Save the Children, the Council for Assisting Refugee Academics (CARA) and Education Above All. The GCPEA coalition aims to improve knowledge and awareness of attacks on education among key actors; cultivate public support for education in safe and secure learning environments; toughen provisions on protecting education workers; strengthen international standards; improve existing monitoring and reporting systems and end impunity through accountability.

"It is time for the international community to take action to stop this growing problem," said EI former Deputy General Secretary, Jan Eastman, who represented EI on the GCPEA. *"These attacks violate the most basic human rights of students and teachers – the right to life and the right to quality education in safety and security. Both of these basic rights are denied not only by violent military and political attacks but also by the threat of attack and the fear that spreads with them."*

UNESCO's 2011 Global Monitoring Report highlights the devastating effects of armed conflict on education and estimates that 42% of out-of-school children are living in conflict-affected countries.

The Report sets out an agenda for protecting the right to education during conflict, strengthening provision for children, youth and adults, securing education provisions in humanitarian relief and rebuilding education systems in countries emerging from conflict. There are also many attacks on teachers by State actors targeting mostly the higher education sector but not only. EI members report that these attacks often target unionised teachers promoting academic freedom, more inclusive curriculum and language of instruction, or reporting corruption in education.

6.5 Global March against Child Labour

"The Global March Against Child Labour is a civil society movement to mobilise worldwide efforts to protect and promote the rights of all children, especially the right to receive a free, meaningful education and to be free from economic exploitation and from performing any work that is likely to be harmful to the child's physical, mental, spiritual, moral or social development." Founded in 1998, it organised a highly successful global march against child labour, which culminated at the ILO June Conference during the first discussion on what became the ILO Convention 138. The partners of the Global March now form a network of over 2000 organisations in 140 countries working to eliminate child labour, promote education for all and to address poverty alleviation. They are particularly active in denouncing the use of child labour in global supply chains. Both EI and the ITUC are on the Executive Board.

6.6 Partnerships between developed and developing country unions

Increasingly trade unions in developed countries are taking up the issue of child labour, either by supporting the programmes of the global unions and the ITUC or through setting up their own foundations or campaigns. Unions in developed countries have lobbied their respective governments to provide at least 0.7% of their GDP to development assistance and to ensure that a higher amount of such assistance is earmarked for public primary education. They have also carried out development education programmes to disseminate information about child labour and access to education and produced resource packs for schools.

Stop Child Labour – School, the Best Place to Work" (www.stopchildlabour.eu)

"Stop Child Labour" is an international campaign coordinated by Hivos. In Europe, the campaign is run in association with a number of NGOs. In the Netherlands, the General Education Union (AOB) and the trade union centre, FNV Mondiaal, are members. While the campaign is formally European based, it works with local organisations in developing countries in implementing the campaign.

Within the EU, Stopchildlabour is active lobbying for political engagement, funding commitments, in exposing child labour in global supply chain, in awareness-raising of consumers and in providing education packages and materials for schools. Its partner organisations in developing countries include education, building and agricultural unions and their trade union centres. The industrial unions play a leading role in negotiating decent work for adults and getting children out of work and back to school. The education unions are working to reduce school drop out to prevent child labour and on reintegrating ex-working children into school and the quality of education provision.

“A “south-south- exchange” is part of the approach: it is much more inspiring to see what your colleague has successfully done in his or her own working environment than going to conferences. The work also benefits the unions because it strengthens their legitimacy and gives them a leading edge in social dialogue.” Trudy Kerperien, International Secretary, AOb (Dutch General Education Union).

Stop child labour Partnership in Morocco

For the teacher union Syndicat national des enseignants (SNE-FDT), keeping children in school is the best way to tackle child labour. With the support of the Dutch teacher union AOb, and the stopchildlabour campaign, SNE launched a programme in the city of Fes in 2004 to prevent children from dropping out. The successful programme is now implemented in five regions of Morocco, involving over 21,000 children through 30 schools.

The teacher union engages with not only teachers and pupils, but also parents, authorities and civil society organisations to make schools more attractive by improving the school environment (refurbishment, new equipment, libraries) and the organisation of cultural and sport activities. The programme also provides support classes and reading glasses are distributed to children with eyesight problems.

“All schools involved have experienced a significant reduction of the drop-out rates, and the image of the teacher union has also greatly been enhanced,” Abdelaziz Mountassir, Board member of SNE-FDT.

German Education Union “Fair Childhood Foundation”

In April 2011 the German Education Union (GEW) created a foundation called “fair childhood” (www.fairchildhood.eu). The foundation carries out policy and public awareness work within Germany, but its main aim is to finance projects in developing countries that combine the goal of fighting child labour and promoting access to public education. Projects emphasise the important role of local trade unions and include them in the plans.



“As an education union, the GEW feels particularly responsible for the destiny of children who have been deprived of their right to learn. Many GEW members support our initiative financially and by collecting money and raising the issue at their workplaces (in schools, kindergartens, etc.). GEW raised the topic within workplaces by producing information for our members which they can forward to their colleagues at work, to pupils, and students. The union proposed experts for conferences and meetings and organise seminars ourselves on how to support our initiative and how to get involved. GEW has also addressed politicians from different parties in the German parliament and started a political initiative.”

Constanze Beierlein & Manfred Brinkmann ,GEW International Department

In October 2011, GEW organised a seminar to bring together trade unionists from different German unions, such as the construction workers union IG BAU and the nutrition workers union NGG for an exchange of ideas and to learn about the current projects of each union.

“Child labour free zones” in India:

The MV Foundation in India was founded 20 years ago in 2002 and calculates that over the last two decades, it has been able to take 1 million children out of work and into school. The MV Foundation has used an area-based approach which involves eradicating all forms of child labour and creating Child Labour Free Zones, where children do not work but receive regular full-time education. MV Foundation makes no distinction between different forms of child labour because every child has the right to education. MV Foundation considers that the biggest challenge has been changing the attitudes of parents, employers, teachers, trade unions, government and children themselves. In many areas, it is still considered normal for children to work and not go to school.

6.7 Advocacy on responsible sourcing in global supply chains

Multinational corporations and other organisations such as FIFA, are increasingly taking notice of labour standards in their supply chains. Concern about persistent non-compliance with labour law and international standards has led many corporations to audit working conditions in their sourcing factories. Child labour and forced or bonded child labour is particularly sensitive issues.

There are a number of ways that trade unions, both in developed and developing countries can put pressure on employers and governments to address child labour through an integrated approach. In the source country, programmes which combine community awareness, improvements in access to schooling and transitional educational measures, together with workplace monitoring have been set up. At international level, public awareness and advocacy to denounce conditions, and to create consumer pressure, can

be combined with political pressure on multinationals or traders' associations. In some cases, such pressure can also be supported by raising Parliamentary concerns related to trade agreements or where applicable preferential tariff regimes.

Case Study: Cocoa Industry in Ghana and the Ivory Coast

As a consequence of international campaigns to denounce working conditions in the cocoa and tobacco industries, particularly the use of child and forced labour, traders' associations have set up foundations to work towards improving working conditions. The International Cocoa Initiative (ICI) (www.cocoainitiative.org) was founded in 2002 and is a partnership between NGOs and trade unions and the chocolate industry. Its aim is to eliminate child labour and address issues such as poor educational provisions, educational norms and to improve farming methods. The IUW and the ITUC are members of the Executive Board.

In 2010, findings of a research commissioned by Tulane University under a grant by the US Government estimated that 1.8 million children aged 5 to 17 years work in cocoa farms of Ivory Coast and Ghana at huge cost to their physical, emotional and cognitive well-being. The report further established that about 40% children working in cocoa fields of Ivory Coast were not enrolled in schools and that only 5% of Ivorian children were paid for their work. UNICEF estimates nearly 35,000 Ivorian children working on cocoa farms are victims of trafficking.

ICI is currently operating 21 projects in Ghana and the Ivory Coast. It is working at the national level to support appropriate and effective policies; capacity building of local partners and relevant institutions; implementing community based projects to change attitudes and practices; and supporting social protection for victims of exploitation. ICI has also been instrumental in training police officials to combat trafficking; sensitising the judiciary on the subject of child labour and trafficking of children in cooperation with the Ministry of Labour, Ministry of Family, and Women & Children of both the countries. ICI lobbied for the incorporation of anti-child trafficking objectives in the National Action Plans of Ivory Coast and Ghana

Teacher unions in Ghana and Côte d'Ivoire have engaged in the coalition to address cases of hazardous child labour and child trafficking in the cocoa supply chain.

"Children in cocoa growing areas face the realities of rural poverty: scarcity of land, food insecurity, lack of education infrastructure, no drinking water, poor health services. As EI representative I have been encouraging the Cocoa Initiative to provide formal education opportunities as a means to break out of this cycle," Irene Duncan Adanusa of the Ghana National Association of Teachers (GNAT) and Board member of the Cocoa Initiative.

**Case study: Hazelnut Harvests in Turkey**

StopChildLabour and the Dutch trade union FNV Bondgenoten have taken up the issue of the situation of seasonal workers and their children in the hazelnut harvests in Turkey, following on from a Dutch TV documentary in September 2010. Children from as young as 10 years, the sons and daughters of seasonal workers, were found to be employed for long hours. The younger children were taken out of school in order to accompany their families. The seasonal workers are hired by labour contractors, most of whom are not registered, leading to abuse. The wages, particularly those paid to Kurdish seasonal workers, were very low and contributed to incidence of child labour. The Kurdish seasonal workers were paid considerably less than local workers.

The Federation of Dutch Food Industries and 10 food companies, including Nestle and Kraft, were contacted as they sourced hazelnuts from Turkey. The companies, in their majority, responded expressing their principled opposition to child labour and willingness to take action. StopChildLabour also raised the issue with Dutch and European politicians. The issue is particularly sensitive in the light of the negotiations on Turkey's accession to the EU. StopChildLabour has been in contact with the Turkish trade unions, particularly the education union. The Turkish government has acknowledged the problem but to date has failed to take measure for the effective implementation of legislation or to monitor the harvests using labour inspectors. While StopChildLabour has developed an action plan for companies to combat child labour in the supply chain, companies have so far failed to take concrete measures to address working conditions in their supply chains. However, they are under considerable pressure to take further action.

Discussion Questions

- Review the aims and objectives of the Global Campaign for Education and discuss to what extent they are relevant to your own country or perspectives. Have trade unions in your country been involved in Global Campaign for Education Action Weeks or other activities? How do you think your trade union can be involved in the Action Week or other activities in the future?
- What do think the value of developing partnerships between unions either from North-South or South-South might bring? Do you think your trade union is in a position to develop a partnership in the future?
- Are there ways in which your union could support campaigns to ensure responsible sourcing from multinationals and promote education for all?

7. INTERNATIONAL DAYS OF ACTION

This section contains information about the key international days related to education for all and child labour. It also provides a range of examples from different parts of the world concerning actions taken on the World Day against Child Labour (June 12th) by the teachers unions in partnership with governments, NGOs and other organisations.

7.1 Key international dates: Opportunities for Action

There are a number of key dates in the international calendar when unions can join with UN agencies, governments, employers and other civil society groups to review progress on international commitments and to highlight specific issues at national level related to child labour and education.

World Day against Child Labour June 12th

Since 2002, the International Labour Organization has marked June 12 as World Day against Child Labour to focus attention on the urgent need to eradicate child labour. It is a day to remember the children and to commemorate those who work to bring about a world without child labour. According to the ILO, it is a day for employers, governments, and workers' groups, and civil society to renew their mandates to make a world where parents work and children go to school. Every year, the ILO identifies a specific theme for the commemoration.

- *How to get involved: if your union is interested in participating, you can contact ACTRAV and the local IPEC office for advice and support or contact ipecc@ilo.org.*

World Teachers' Day October 5th

World Teachers' Day provides an opportunity to attract attention to teachers and their key role for quality education at all levels. Celebrations are held in countries around the world and a joint message is prepared by UNESCO, ILO, UNDP, UNICEF and Education International. A specific theme is identified every year and is the focus of events and messages.

- *How to get involved: the theme and message are available on the EI website.*

Decent Work Day October 7th

Since 2008 the ITUC has been organising the World Day for Decent Work (WDDW) on 7 October. This is a day for mobilisation all over the world: one day when all the trade unions in the world stand up for decent work. Decent work must be at the centre of government actions to bring back economic growth and build a new global economy that puts people first. Decent work, as a concept and an agenda was introduced and initially promoted by the ILO in 1999.

- *How to get involved: the ITUC has an inter-active web-portal where unions can review what others are doing and post information about their own events.*

Global Campaign for Education Action Week -3rd Week of April

Every year GCE organises an Action Week in which thousands of educational groups, organisations, and unions run campaigns in over 100 countries, to make sure that their governments are doing what should be done for education. This is a key opportunity for trade union centres, public sector trade unions and industrial unions to work together with teachers unions and civil society.

Ten years after the foundation of the GCE, a really impressive number of people – 11 million - took part in the action week in 2010 calling on governments to finance education. Taking advantage of the power of football and the 2010 World Cup, the GCE gained the support of FIFA and used the theme of “1Goal” for a major signature campaign to call for increased financing for education.

- *How to get involved: The GCE has posters, campaign ideas and educational materials available on their website. <http://globalactionweek.org/>*

Campaigning on World Day against Child Labour June 12th

- *“The World Day against Child Labour (WDAKL) celebrated on June 12 offers a key opportunity for teacher unions to organise effective and visible actions in partnership with Government, intergovernmental agencies and with other trade unions and civil society organisations.”*

Fred van Leeuwen, General Secretary, Education International.

- *Trade unions have been prominent supporters of the World Day since it was first launched and in many countries, they are the key organisers of awareness raising events and meetings. Education International has played a pivotal role in coordinating events with teachers unions.*

7.2 Examples of Country Activities on World Day against Child Labour

ALBANIA

The Trade Union Federation of Education and Science of Albania (FSASH) and the Independent Trade Union of Education of Albania (SPASH) marked the World Day in collaboration with the Ministry of Labour and the ILO-IPEC office in Tirana.

The main characteristic of the celebrations was wide publicity in Albanian TV channels and press about the activities of this Day, the importance of education for all children and especially for girls. No less than twelve TV channels broadcast news about the Day, outlining the problem worldwide and the involvement of Albanian education and other branch trade unions, state institutions and NGOs to keep pupils in school and

eliminate child labour. Two meetings were held in Durres, the second biggest city in Albania, and Bathore, a suburb of Tirana, on 9 and 10 June respectively. Around 50 participants attended each meeting. There were teachers, pupils-mainly girls- and representatives of the trade unions. The teachers explained the work they have been doing over the last few years to reduce the number of pupils dropping out of school. They also expressed their commitment to continue working with children in and out of school and with the parents and wider community. The pupils shared their experiences, including pupils, especially girls, who had dropped out of school because of difficult financial circumstances and because of the mentality of their parents but who had been re-enrolled because of the effective work of teachers, fellow pupils and the school administration representatives. Materials on WDAFL prepared by FSASH/SPASH, as well as the posters sent by EI and ILO-IPEC were distributed.

On the 11th June, a high-level meeting was held with the two education trade unions, the Ministry of Labour, the ILO-IPEC office, and with members of the National Steering Committee on the Elimination of Child Labour, and representatives of the employers' organisation. The meeting reviewed the work of a Dutch union funded project in 20 pilot schools where it is estimated that 650 children have been enrolled in the schools and taken out of work. At the end of the meeting, there was a unanimous call to the Albanian Government to increase the budget allocation for education and to support families in need so that all children are enrolled and can complete a full course of primary education with a view to ending child labour in Albania.

BULGARIA

The Bulgarian Teachers Union (SEB) and the Podkrepa Teachers Union (PODKREPA), representing together 90,000 teachers, organised two conferences for teachers and produced a leaflet on the role of education unions in the elimination of child labour. The conferences were organised in Sofia, Bulgaria's capital, and in Smolian, close to the Turkish border. In Sofia, the conference was attended by representatives of the ILO, the labour inspectorate, as well as parents and pupils. In Smolian, local authorities were represented. Both conferences were aimed at raising awareness of the negative impact of child labour and the role of the school leadership, the teaching communities and the pedagogical advisors in addressing the problems of school absenteeism and drop out. Methods to identify children involved in child labour, and ways to protect children from being engaged in illegal work at a young age were identified. The need for the teacher unions to work with other civil society organisations was stressed. Both conferences highlighted the unfortunate lack of coordination between the various institutions involved in the protection of children and youth.

An earlier study carried out by the unions in Bulgaria revealed that 30,000 children leave school prematurely. Many of them are employed either in the family business or the informal economy. In 2006, the Labour Inspectorate granted 8,400 special work



permits for child labourers. As a result of increased awareness about child labour, the number of the permits had decreased by about one third. It was noted that the National Agency for Child Protection is playing an important role.

BURUNDI

In Burundi, on the World Day, the Free Trade Union of Education Workers of Burundi (STEB) organised a workshop in the capital city, Bujumbura, with the theme of "girls and child labour." In Burundi, child labour is rife. There are an estimated 654,000 child labourers and 3,400 children involved in armed groups. Children work in households, in armies and militias, in agriculture, small businesses, as street beggars (there is the phenomenon of "renting" children) and in mines, quarries, construction sites, in brick and tile factories and in the fishing industry. Girls are the most vulnerable group as they are often the last to be enrolled in school and the first to be withdrawn if required to work in the household or look after younger children.

The meeting was organised with the participation of the Ministry of Public Service, Labour and Social Security and with the support of UNICEF, as well as EI. The meeting came up with a series of recommendations to the local government and to teachers:

Local government should:

- Participate in the implementation and dissemination of international agreements and national legislation relating to the fight against all forms of child labour;
- Raise awareness amongst teachers and parents of types of child labour;
- Introduce compulsory and free schooling for children up until the minimum age of employment;

Teachers should:

- Lobby the government to intervene in the education of poor children;
- Participate in the development of programmes that are attractive to children;

Trade Unions should:

- Monitor the management of the budget allocated to education.

DOMINICAN REPUBLIC

The Teachers Association of the Dominican Republic (ADP), which represents 26,000 teachers, organised a march on 12 June to raise support for the campaign to eliminate child labour. The ADP estimates that 155,000 children between the ages of 7-14 are involved in child labour in the country, mainly in agriculture, domestic work and prostitution.

The campaign had been approved by the National Executive Board after it adopted a policy paper with a view to having the elimination of child labour as one of the association's strategic aims.

ADP contacted various organisations already involved in the elimination of child labour such as the Government National Council on Childhood (CONANI), the ILO, UNICEF, as well as the NGO Childhood Coalition, a Network of NGOs working on the issue of street children. All organisations committed to creating a more formal coordination group.

On 12 June, a march took place in Santo Domingo. In Parque Colon, a square in the centre of the capital, a human chain was formed with teachers, parents and children from 5 schools. In total, 25,000 information leaflets were distributed. The ADP called on the authorities to increase spending on education, as quality public education for all is the best way to guarantee that all children are offered education opportunities and are not trapped in child labour.

“As long as child labour persists, Governments will be unable to meet the commitments to Education for All made in Dakar for 2015”, said the ADP leader.

GHANA

The Ghana National Association of Teachers (GNAT), which represents over 125,000 teachers, hosted a Symposium on “Girls and Child Labour.” Speakers included representatives from the Child Labour Unit of the Ministry of Employment and Social Welfare, the Girls Education Unit of the Ghana Education Service and a Girl Head Prefect from a Senior High School. Representatives of the ILO-IPEC and other organisations engaged in child labour were present, together with teachers and school children. GNAT also issued a press release and held an interview on Radio Ghana’s Unique FM. On 15th June, a group of school girls with their teachers presented a petition to the Government of Ghana through the offices of the Tema Metropolitan Assembly. The petition called on the Government to ensure strict adherence to all existing legislation concerning the protection of children.

GNAT has also signed a Memorandum of Understanding with the Ministry of Employment and Social Welfare on the Implementation of the National Programme for the Elimination of the Worst Forms of Child Labour in Ghana. This will require GNAT to do the following:

- Co-ordinate child labour interventions in the education sector in collaboration with Teachers' and Educational Workers' Union (TEWU);
- Negotiate for better working conditions for teachers;
- Raise awareness among teachers and communities on effects of child labour and importance of providing quality education for all and mobilise communities to take action against child labour;
- Monitor extent of school enrolment, attendance, drop-out rate, etc, to identify problems in the education sector and propose solutions to address them;



- Be instrumental for the ratification of relevant international conventions and enforcement of Child Labour Laws;
- Influence national education policies so that education system prevents children from being drawn prematurely into labour;
- Develop a local Child Labour Resource Kit for teachers.

INDONESIA

The National Teachers union (PGRI) has a long-standing commitment to fight child labour. In May 2009, PGRI and the Indonesian Employers' Association (Apindo) signed a Memorandum of Understanding with the ILO country office on ways to strengthen teachers' capacity and eradicate child labour.

Indonesia has ratified ILO Convention No. 38 on the minimum age of employment, and Convention No. 182 on the worst forms of child labour. However, the use of underage workers is still widespread in the country. A national labour survey shows the population of working children aged 10 to 17 in 2007 was 2,749,353 out of Indonesia's population of roughly around 237 million. Girls are most likely as domestic workers or prostitutes, while boys usually work in plantations and fishing-related jobs.

PGRI trains teachers to persuade parents that their children should stay in school. PGRI also lobbies the local authorities to disburse funds to make school more affordable. PGRI is also lobbying to promote a compulsory education period of 12 years compared to the current situation of 9 years only so as to help prevent children entering work. For the World Day, PGRI designed materials for a leaflet and poster which was dispatched to all PGRI members in the 33 provinces and 84 districts.

MOROCCO

The National Teaching Union (SNE), which represents more than 40,000 teachers and members of the teaching staff in Morocco, implemented activities in five cities to raise public awareness of the negative impact of child labour, with a focus on girls, and secondly to mobilise trade unions.

Preparatory meetings were held with representatives of the SNE for these areas, NGO activists and the Ministry for Education. In the town of Larache, south of Tangiers, a public demonstration took place on 14 June. More than 300 pupils from 5 schools with high dropout rates, as well as teachers and parents, participated in the march, which was coordinated by the local branches of SNE and 3 local NGOs.

The demonstration ended in the main square and was followed by a meeting at which speakers from the union and the Ministry of Education expressed their support for the right of children to quality education.

ZIMBABWE

The Zimbabwe Teachers Associations (ZIMTA) commemorated the WDAFL at the same time as the Day of the African Child which is 16th June. ZIMTA selected the Epworth High Density Suburb as the venue of the commemoration. Epworth is a district with many poor families where the drop-out rate from school is very high.

The event was attended by pupils from the local schools, and representatives of the Ministry of Education, parents' organisations and the ZIMTA leaders, as well as teachers. The day started with a march around the suburb in order to drum up support and raise awareness about child labour and drop-outs. Pupils displayed banners with messages about child labour. The march drew a lot of attention, including a sizeable number of out-of-school children, who followed the march to the venue of the meeting.

Discussion Questions

- What value can participating in an international day or week of action bring to your union and what criteria would you apply for deciding which activity or activities to support?
- Reading through the examples at country level, are there examples of good practice, whether by unions or governments or others, which might be relevant to share in the context of your country?

8. RESOURCES

8.1 Data sources on Quality Education for All

This section provides outlines a few of the statistical sources available for those wanting specific information concerning their country or region.

The World Bank Education Statistics www.worldbank.org/education/edstats

This web-based facility provides a comprehensive set of data and analysis of trends on the main issues in education. It also provides country profiles, which include enrolment and drop-out rates at different levels of education and figures for:

- Public expenditure on education as a percentage of GDP ;
- Public expenditure on education as a percentage of total government expenditure.

UNESCO Statistics <http://stats.uis.unesco.org>

The UNESCO Institute for Statistics also provides comprehensive statistics on education. The Deprivation and Marginalisation Index provides statistics on how long children are spending in school and who is getting left behind.

EFA Global Monitoring Report <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/>

The EFA Global Monitoring Report provides statistics by country and region on different issues on an annual basis.

Education International - Barometer of Human and Trade Union Rights

<http://www.ei-ie.org/barometer/en/index.php>

The Education International Barometer has a web-based research facility which provides the comprehensive information about the quality of education by country and it also includes issues related to the respect for human and labour rights, including child labour.

Statistics and indicators are updated yearly through co-operation with the UNESCO Institute of Statistics (UIS).

8.2 Data sources on Child Labour

ILO Global Reports

Since 2002, every four years the ILO has produced a Global Report assessing progress in tackling child labour. The report provides information on child labour by world regions as well as information on important developments.

SIMPOC Surveys <http://www.ilo.org/ipec/ChildlabourstatisticsSIMPOC>

The Statistical Information and Monitoring Programme on Child Labour (SIMPOC) is managed by IPEC with technical assistance from the ILO's Bureau of Statistics. Since 1998, SIMPOC has collaborated with national statistical services and Ministries of Labour to develop a data collection system and better statistics on child labour. Some 60 countries have been assisted in carrying out national surveys. The standard questionnaire asks about household decision-making concerning the schooling of children and also includes questions to children (5-17) about their school attendance, attainment and impact of work on these.

The World Bank's Living Standards Measurement Study (LSMS)

www.worldbank.org/lsms

These are detailed household surveys which look at economic issues, including employment as well expenditure on health and education. There have been 90 country studies so far.

UNICEF Multiple Indicator Cluster Survey (MICS)

http://www.unicef.org/statistics/index_24302.html

These are household surveys to monitor the situation of children and women which also contain information on the incidence of child labour.

8.3 Resource materials

- Education International 2013 "Teacher Unions at the Forefront of the Fight against Child Labour: Good Practices", 2013 (Brussels)
- Education International/IPEC 2011, "Warning! Children in Hazardous Work" A resource for teachers and educators: 12 June 2011 World Day against child labour (Brussels)
- IPEC: Mainstreaming child labour concerns in education sector plans and programmes, 2011 (Geneva)
- Education International/FNV 2010, "Teacher organisations tackling child labour: case studies of Brazil, Ghana, Honduras and Morocco" (Brussels)
- Education International/IPEC 2009 "Give girls a chance: End child labour" 12 June World Day against Child Labour 2009 (Brussels)
- IPEC "Combating child labour through education: a resource kit for policy-makers and practitioners: a user guide" 2009 (Geneva)
- 2009 Akpokavie C. International Institute for Labour Studies "Tripartism, social dialogue and democracy" ILO Century Project, 2009 (Geneva)
- IPEC The International Programme on the Elimination of Child Labour (IPEC) What it is and what it does 2010 (Geneva)



- “Accelerating action against child labour”: Report 1(b) ILO Global Report on child labour, International Labour Conference, 99th Session Geneva, 2010 (Geneva)
- Report to Expert Committee on the Application of the 1966 ILO/UNESCO Recommendation on the Status of Teachers and the 1997 UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel
- International Labour Office (ILO) 2000 ACTRAV Trade Unions and Child Labour, Series of 7 booklets as part of the ILO/ACTRAV project, *Developing National and International Trade Union Strategies to Combat Child Labour (INT/96/M06/NOR)*, sponsored by the Government of Norway, 2000 (Geneva)
- Fyfe A. IPEC The Worldwide Movement against Child Labour: Progress and Future Directions 2007 (Geneva)
- Fyfe A. ACTRAV Bitter Harvest: Child Labour in Agriculture January 2002 (Geneva)
- IPEC Time-Bound Programme Manual for Action Planning 2003 (Geneva)
- IPEC “Investing in every child-an economic study of the costs and benefits of eliminating child labour” (Geneva)
- IPEC Consolidated good practices in education and child labour 2007 (Geneva)
- Allais F. B. & Hagemann F. IPEC/SIMPOC Child labour and education: Evidence from SIMPOC surveys Working Paper June 2008 (Geneva)
- “Combating Forced Labour: A Handbook for Employers and Business” Special Action Programme to Combat Forced Labour 2008 (Geneva)
- “Can low-income countries afford basic social security?” Social Security Policy Briefings, Paper No 3, Social Security Department, 2008 (Geneva)
- Global and regional estimates of domestic workers (Domestic Work Policy Brief No 4) Conditions of Work and Employment Programme, 2011 (Geneva)
- 2011 ACTEMP/ACTRAV Employers' and Workers' Handbook on Hazardous Child Labour, Bureau for Employers' Activities and Bureau for Workers' Activities, 2011 (Geneva)
- Sectoral Activities Department “Right beginnings: Early childhood education and educators”. Report for discussion at the Global Dialogue Forum on Conditions of Personnel in Early Childhood Education (22-23 February 2012) 2012 (Geneva)
- International Trade Union Confederation 2011 “Labour Standards in World Bank Group Lending: Lessons Learned and Next Steps” ITUC Report November 2011 (Brussels)
- UNDP 2011 The Millennium Development Goals Report 2011 (New York)
- UNESCO/ILO 1966 Recommendation on the Status of Teachers 1966
- Education for All Global Monitoring Report: Education for All -The Quality Imperative 2005 (Paris)

- UNICEF 2007 A Human Rights-Based Approach to EDUCATION FOR ALL September 2007 (Paris)
- 2008 Education for All Global Monitoring Report: Education for All by 2015: Will we make It? A mid-term review 2008 (Paris)
- FAO/IFAD/ILO. 2010 Gender and Rural Employment Policy Brief #7: Breaking the rural poverty cycle: Getting girls and boys out of work and into school 2010 (Rome)
- Global Campaign for Education 2010: Making education a reality 1Goal, 2010 (Johannesburg)

8.4 Useful websites

- Building and Wood Workers International www.bwint.org
- Education International www.ei-ie.org
- Global Campaign for Education www.campaignforeducation.org
- Global Coalition to Protect Education from Attack www.protectingeducation.org
- Global Partnership for Education www.globalpartnership.org
- Global March against Child Labour www.globalmarch.org
- Global Task Force on Elimination of Child labour and Education for All www.ilo.org/ippec/Action/Education/GlobalTaskForceonchildlabourandeducation
- International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations (IUF) <http://cms.iuf.org/>
- International Trade Union Confederation www.ituc-csi.org
- School Fee Abolition Initiative www.ungei.org/infobycountry/247_712.html
- Stop Child Labour Campaign www.stopchildlabour.eu



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Education International is the global union federation representing more than 30 million teachers, professors and education workers from pre-school to university in 173 countries and territories around the globe.

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