

Harvest for the future:

agriculture without
child labour



International
Labour
Organization



World Day Against Child Labour
12 June 2007

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Each year the World Day against Child Labour focuses the attention of the world on the plight of child labourers. In 2007, the main focus for the World Day is to raise awareness and promote activities on the elimination of child labour in agriculture. The International Labour Organization (ILO) estimates that 70% of child labour is in this sector and the most recent Global Monitoring Report on Education For All indicated that more than 80% of out-of-school children are in rural areas.

World Day Against Child Labour aims at increasing awareness of the challenges child labour presents. It seeks to mobilise the authorities, the media and the public at large to help tackle this problem. It also invites young people to play their part by learning more about the issues involved and encouraging them to begin to explore what actions they can take to bring about change, either as individuals or as a group.



How to use this material

The information in this booklet can be used in a variety of ways, depending on your local situation.

One way it can be used is for teacher unions to discuss the child labour issue within union branches and to see what role the union can play.

The union can draw the material to the attention of other unions in your country, and discuss some form of joint union event to mark June 12. Such activity could range from a special activity to discuss the issue, to press releases or other efforts to promote the day. If the ILO has an office in your country you could discuss with the ILO possibilities of cooperation.

Another way is to use the activities in the booklet to stimulate discussions within the classroom or the local community, on how to find ways of contributing to the fight against child labour.

The challenge of child labour

Every day, millions of children around the world spend long hours working at difficult and often dangerous tasks simply to ensure that they and their families can survive. The most extreme forms of child labour can involve children being enslaved, separated from their families, exposed to serious hazards and illnesses or left to look after themselves on the streets of large cities – often at a very early age.



Some progress is being made in efforts to tackle child labour. According to the most recent figures compiled by the ILO, the global number of child labourers fell from 246 million in 2000 to 218 million in 2004, a fall of 11 per cent.

This reduction in child labour has not happened by accident. The international community and national governments have placed increased emphasis on the Millennium Development Goal of ensuring that by 2015 all children have access to primary education. In many countries there is a growing movement of opposition to child labour with workers, employers, governments and non-governmental organizations playing important roles in efforts to halt the use of child labour.

At the international level, a Global task Force on Child Labour and Education For All has been established, bringing together UN agencies (ILO, UNESCO, UNICEF, UNDP and World Bank) together with Education International and the Global March against Child Labour. This new grouping reflects recognition that education for all cannot be achieved without addressing the causes of child labour.

Through its International Programme on the Elimination of Child Labour (IPEC), the ILO helps countries around the world to deal with child labour, not just through expert advice on the best policies to adopt, but also through action. Over the last ten years alone the programme has directly helped over 5 million children.

For Education International (EI) the elimination of child labour is one of its major goals, since its foundation in 1993, it has placed the issue of child labour at the forefront of its work. In the context of its pursuit of human and trade union rights, EI conducts advocacy activities within the trade union movement. At present EI represents over 30 million teachers worldwide in 169 countries and territories, involving more than 384 member organizations. This provides a remarkable network of key actors in the fight against child labour.

There is now a truly world-wide movement against child labour. On this World Day, students and teachers are invited to join this movement and to play their part in making child labour a thing of the past. Through the information supplied in this booklet, teachers and educators will gain a clearer understanding of the issues involved. Through discussion and activities they can then explore ways in which they can play their part in the international campaign to eliminate child labour.

Working together, we can stop child labour



Key ILO Standards on Child Labour

Two ILO standards are particularly relevant for understanding the definition of child labour.

The ILO Minimum Age Convention, No. 138 (1973) states that the minimum age of employment should not be less than the age of completion of compulsory schooling and, in any case, shall not be less than 15 years. However a Member country whose economy and educational facilities are insufficiently developed, may under certain conditions initially specify a minimum age of 14 years.

National laws or regulations may permit the employment or work of persons 13 to 15 years of age on limited light work which is not likely to be harmful to their health or development; or to prejudice their attendance at school, (The ages of 12-14 can apply for light work in countries which have specified a minimum age of 14).

In 1999, the ILO adopted the Worst Forms of Child Labour Convention, No. 182. This requires countries to implement immediate measures for dealing with the most dangerous forms of child labour and covers children up to the age of 18. This includes two categories:

– Labour that jeopardises the physical, mental or moral development of a child, either because of its nature or because of the conditions in which it is carried out, known as hazardous work

– The unconditional worst forms of child labour, which are defined as slavery, trafficking, debt bondage and other forms of forced labour, forced recruitment of children for use in armed conflict, prostitution and pornography, and illicit activities.

These definitions exclude work undertaken by young people that is considered to be appropriate for their age and level of maturity. For example activities such as helping out with small jobs after schoolwork is over, are not regarded as child labour.

What do we mean by child labour?

Child labour is a worldwide phenomenon which takes many different forms. Globally, some 218 million children - defined as persons under 18 years of age - do work for which the child is too young, or which by its nature and/or the way it is carried out, exploits and abuses them, harms their safety, health, and well being or hinders their education, development and future livelihoods.

The ILO's goal is the progressive elimination of all forms of child labour worldwide with priority given to eliminate without delay what are termed 'the worst forms of child labour'. The ILO has two key standards on child labour. ILO Convention No. 138, the Minimum Age Convention, and ILO Convention No. 182: Prohibition and Immediate Action on the Worst Forms of Child Labour.

The ILO seeks to ensure child labour elimination is reflected in the socio-economic development, education and poverty reduction strategies of its member countries.

EI campaign against child labour

Education International can contribute to the fight against child labour in two major ways: through the international trade union movement and through the Education for All Campaign. As a leading voice in the trade union movement, EI has enormous capacity to unite its members worldwide as a unique force on a specific issue, such as child labour. Collective action by teachers and other allies has the capacity to positively impact national policies. EI is an organization focused on achieving the right to quality education for all through publicly-funded and publicly-regulated systems of education, a critical tool in the battle against child labour.



EI affiliates against child labour

Albania

The Albanian teachers unions Trade Union Federation of Education and Science of Albania (FSASH- TUFESA) and Independent Trade Union of Education of Albania (SPASH- ITUEA) have been very active in the fight against child labour. These unions jointly implement projects on child labour aimed at reducing the school dropout rate in schools.

The activities are mainly focused on capacity building, including training and seminars with trade unionists; child labour prevention (working with teachers, working

children and the whole community); lobbying and advocacy including the negotiation of a Memorandum of Understanding with the government where child labour prevention is a key element; awareness raising activities, such as the elaboration and dissemination of material and publications with information on child labour.

India

The All India Federation of Teachers Organizations (AFTO), the All India Primary Teachers Federation (AIPTF), and the All India Association for Christian Higher Education (AIA-CHE) have all participated in activities to bring an end to child labour. Their actions were mainly aimed at preventing child labour in different areas of the country. Activists organized seminars on child labour for trade union affiliates, mobilized their affiliates to raise awareness on the importance of education in the fight against child labour, and created promotional material related to child labour.

More recently, the Akhila Karnataka Prathamika Shikshakara Sangha (AKPSS), an organization of primary school teachers in Karnataka who are affiliated to the AIPTF, produced a booklet entitled *Golden Dawn: Drop Out Children*. It focuses on the situation in Karnataka state, where too many children still lack education because they have dropped out of school to work. This publication clearly illustrates how child labour can hinder the achievement of the EFA goals in the Indian context, and the importance of achieving the right to education.

Morocco

The Syndicat national de l'Enseignement (SNE-FDT) union carried out child labour activities in five schools in the city of Fez, targeting 3,000 direct beneficiaries and 6,000 indirect beneficiaries. Activities focused on the prevention of child labour in schools with four working areas: schools themselves, families, capacity building and lobbying the authorities, mainly the Ministry of Education. Main actors involved were the Ministry of Education, municipalities and local NGOs. The results of the actions developed led to a 90% decrease in the drop out rate in those schools.

Child labour in agriculture

70 per cent of all child labourers work in agriculture. From tending cattle, to harvesting crops, to handling machinery, to holding flags to guide planes spraying pesticides, over 132 million boys and girls aged 5 to 14 years old help produce some of the food and drink we consume and the fibres and primary agricultural materials that we use. Child labour in agriculture is not confined to developing

countries; it is also a serious problem in industrialized countries.

The number of child labourers working in agriculture is nearly ten times that of children involved in factory work, such as garment manufacturing, carpet-weaving or soccer-ball stitching. Yet, despite their numbers and the difficult nature of their work, children working in agriculture have received relatively little attention. Many young girls working in agriculture face a double burden of working in the fields and at home.

Irrespective of age, agriculture – along with construction and mining – is one of the three most dangerous sectors in which to work in terms of work-related fatalities, non-fatal accidents, occupational disease and even mental hardship.

- Bangladesh is a primarily rural country and for many children working to help grow, harvest, transport or sell farm products is a normal, everyday role from the earliest days of childhood. They are regularly exposed to farm machinery and tools that often result in devastating injuries. About 50 children a day are injured by machines, and three of them are injured so severely that they become permanently disabled.
- In Zimbabwe, the wheels of a tractor, which had been standing overnight, had become bogged down in the mud. The following morning, a 12-year-old boy started the tractor, revved up the engine to free the wheels, trying to move in a forward direction (when the safe procedure would have been to try to reverse out). The wheels remained stuck, and the tractor reared up on its front wheels and overturned backwards, fatally crushing the boy beneath it.
- In 2000, an 11-year-old girl, illegally employed on a farm in Ceres, Western Cape, South Africa, fell off a tractor, resulting in the amputation of her left leg.

Dangers typically faced by agricultural child labourers include:

- Hours of work tend to be extremely long during planting and harvesting;
- Much agricultural work is physically demanding and strenuous - bending, stooping, carrying heavy loads;
- Children must often work in extreme temperatures;
- Child labourers use dangerous cutting tools;
- Children risk falling and injuries from falling objects;
- Skin problems are common;

- Child labourers are at risk of being injured or killed by farm vehicles and heavy machinery;
- Exposure to loud noise can harm hearing;
- Many child labourers also mix, load and apply toxic pesticides;
- Child labourers are often exposed to high levels of organic dust which can result in asthma;
- Child labourers are at risk of injury and diseases from livestock and wild animals.



Child labourers are at greater risk than adult workers

Child labourers are susceptible to all the hazards and risks faced by adult workers when placed in the same situation. They are at even greater risk from these dangers because their bodies are still growing, their minds and personalities still developing, and they lack work experience. A feature of agriculture that sets it apart from most other forms of child labour is that the children usually live on the farms or plantations where they work. This exposes them to additional risks.

Education in rural areas

Education provision in rural areas is often characterised by lack of schools, problems of retaining teachers in remote rural areas, lack of accessible education for children, poor rates of rural school attendance, and lower standards of educational performance and achievement. Additional complicating factors in rural areas can be the seasonal demand for children's labour (which might conflict with the school calendar), and in some counties the difficulties of educating children from families which regularly move from area to area to manage herds or crops.

Even in countries which provide children with access to elementary education, once children complete elementary school, if they wish to continue education the nearest secondary school may be a long distance away. This can make the journey to school impossible, either because of the cost of transport or the time required to travel to school, especially if the child has to walk there and back. Long distances to school can be a particular problem for girls, with their security especially at risk.

As children drop out of school, they invariably begin to enter the workforce, often at a very early age, and are often exposed to dangers.

How to improve the standards of education in rural areas is one of the major challenges facing national governments in efforts to achieve quality education for all children.

Quality education is needed

Whilst it is important to focus on giving all children an opportunity for education it is also important to ensure that children have good quality education. Providing an education of good quality means teachers must be recruited in adequate numbers, and receive the training required to make them effective. Student teacher ratios have to be such to ensure that teachers are able to provide children with the education they deserve. Appropriate classrooms conditions and the provision of materials for students are also critical issues to achieve quality education

What can be done?

Putting an end to child labour requires governments, organizations, groups and individuals to work together at many different levels. Creating a world where child labour is no longer a necessity means reducing poverty. Eradicating poverty means among other things achieving Decent Work for Adults. It also means providing access to quality education for all children and an education that attracts and retains these children, particularly child labourers, and one that takes into account their needs and expectations.

Children need laws to protect them and the legal framework needs to be effectively enforced. Teachers, children, communities and employers all need to be made more aware of the devastating long-term consequences of the worst forms of child labour.

Children often play an important part in supporting their families in impoverished situations, and in many countries there is a long standing culture and tradition of children working. It is important to understand and respect

cultural differences but it is equally important to ensure that children are not involved in excessive, exploitative or hazardous labour. Raising awareness of the human cost of child labour as well as its negative economic and social consequences can help to change attitudes and beliefs and persuade communities, employers and governments to tackle child labour.

The activities in this booklet are designed for teachers and educators to help teacher unions and students understand the world of the millions of children whose only reality is that of labour, not a childhood of school and play.

How teachers can help

Teachers are very well placed to know if child labour exists in the communities where they work and live. Teachers also often have a respected position in the community, their views are listened to, and they can help change attitudes and behaviour.

The checklist below provides some ideas on how teachers can help in the movement to tackle child labour.

Some of these activities will be relevant in countries where child labour is a major problem. Other activities might be more relevant in industrialised countries where the focus may be more on building understanding of the problem in the world and the response required.

Checklist

Discuss this checklist with your teaching colleagues within your school and within your local union branch. Choose the kind of activity you think your union might be able to help with. Are there some issues which you could act on in your school, with students, in your community or through your union?

In your union

- Has the issue of child labour been discussed?
- Could your union plan an activity for, on or around the World Day (for example, a special union discussion event, a meeting with the Ministry of education to ask what action is being taken on child labour, a special press release)
- Could your union discuss the World Day and possible activity with any trade union Confederation you are associated with)
- Could your union meet with the local ILO office to discuss what you might jointly do on World Day?

In the school

- As part of attendance monitoring, are there procedures to follow if a child is frequently absent?
- Are the results of attendance monitoring discussed within the school?
- Are teachers in your school aware of children being absent because they are working when they should be in school?
- Are children coming to school tired because they have been working outside of school?
- If there are children with poor attendance records and at risk of dropping out, what can be done to assist them?
- Explore through interacting with children whether or not the children work and what they do..
- If children are at risk of dropping out, are there ways to establish contact with the child's family to raise awareness of parents on the value of education and the risks of child labour?

In the community

- Is there scope for initiatives in the community to raise awareness on the value of education and the risks of child labour?
- Are there any other structures in which the issue of child labour could be discussed with parents, eg PTA meetings?

If you think child labour is not a problem in your country

- If child labour is not a major problem in your country, what can you do to raise awareness in your country of the problem that exists in other countries?
- How can your students be helped to understand the challenge of child labour and the lack of access to education suffered by so many children?
- How can your union help to raise awareness of this global problem?

How can teacher unions and the ILO cooperate on child labour?

EI and a number of teacher unions have been working together with IPEC on a range of programme initiatives designed to raise awareness of child labour problems and to provide support for at risk children. These programmes include:

- Efforts to build public awareness of the dangers of child labour and the importance of education

- Building capacity of teachers' unions to act as advocates on the child labour issue with Government and in communities
- Initiatives to identify children at risk of dropping out and to provide special support to try to keep such children in school
- Assisting with programmes to bring back to school children who have dropped out and entered the labour force

Examples of recent work in two countries, Albania and Indonesia, illustrate the way that teachers unions and ILO-IPEC can cooperate at country level.

In Albania, a regional conference on child labour was organised in October 2006 by two EI affiliates, the Trade Union Federation of Education and Science of Albania (TUFES) and the Independent Trade Unions of Albanian education (SPASH). The conference brought together representatives from education trade unions in Albania, Bulgaria, Romania, Macedonia, Serbia, Montenegro, Kosovo, and Moldova. The main issues discussed during the conference were the role of teachers and their unions in the fight against child labour, the legal framework on child labour, and monitoring of child labour.

Meanwhile in Indonesia ILO-IPEC has been working with the EI affiliate, Teacher's Association of the Republic of Indonesia (PGRI) on a wide range of programmes. At national level, cooperation resulted in production of a teachers' kit in Bahasa Indonesia, and national workshops have been held to look at the linkage between tackling child labour and promoting Education For All.

Through a programme in Bogor West Java, PGRI members are working to prevent children from entering child labour in the footwear industry. Efforts are made to identify children vulnerable to dropping out and to implement activities to support such children. Efforts are also being made to strengthen school attendance policy to ascertain whether children who are frequently absent are working whilst they are absent from school.

Case studies and activities: Child labour in agriculture

The two case studies below are suitable for discussion with students.

Some points for discussion are:

- What are the risks faced by children working in agriculture?
- How can working affect performance in school?
- What are the barriers to education facing children in

rural areas?

ACTIVITY: Imagine their lives...

This activity is mainly designed for schools in countries where child labour is not a major problem.

This activity encourages young people to imagine what it is like to be a child labourer working in agriculture. It involves building a profile of a child labourer on the basis of an image. So to carry out this exercise you will need to collect pictures of children working in agriculture. You can use the pictures included in this booklet, or you can collect images from magazines, newspapers, books. If you have access to the internet, you will find a selection of photos specifically for this exercise on the 12 to 12 Community Portal: www.12to12.org. You can also download additional images of child labourers from the following ILO website: www.ilo.org/dcomm. Try to collect a variety of images of girls and boys of different ages working in different forms of agriculture, i.e. cocoa plantations, tobacco fields, cotton farms, fruit-picking, etc. in order to understand the full extent of the problem.

To begin with, split the students into groups of four or five and let each group choose an image. Explain that they are to use their imaginations to create a character from the image they see. Ask each group to study the image of the child closely, to think about who the child is and what sort of environment he or she lives and works in. The first step is to ask a number of questions to stimulate discussion. For example, "How old do you think the child is?", "Which country do you think the child comes from?", "What is the child doing?", "What circumstances is the child working in?" Encourage the groups to come up with questions of their own. Ask the group to begin plotting the profile of the child in the form of a narrative, notes or ideas.

The next step is to guide the groups into a deeper analysis of the image. The purpose is to encourage the students to really enter the world of their character and relate to their situation. Ask questions that will encourage the groups to build a more personal profile of the child, for example, "What is the child's name?", "How long has he or she been doing this work?", "Does the child have parents, brothers, sisters, pets?", "Why is he or she working?", "Where does he or she sleep?", "Does the child have any friends?", "Does the child have any time to play?", "Does he or she go to school?", "What does he or she worry about?", "What dreams and aspirations does the child have for the future?", "What are the child's best and worst memories?". Use these questions for inspiration and add to it. Ask the

groups to come up with questions of their own, and write them up somewhere for all to see and be inspired. Let the groups know that they can develop the profile in any form they wish and that they should try to be as creative and imaginative as possible in presenting their version of the profile to the full group. For example, they might act out their presentation, present the profile in the form of a drawing or prepare a detailed narrative on a blackboard or flipchart.

Ask each group to present the “character” they have created. Develop a lively session in which the different groups can share the profile of “their” child labourer with you and the rest of the group. By the time that the groups have presented their profiles, the groups will have a greater understanding of what it is like to be a child labourer in agriculture and heightened their emotional awareness on the issue.

ACTIVITY: Can chocolate be sweeter?

This activity is mainly designed for students between 12-18 years old

This “moving debate” activity is designed to help young people to express their opinions on the issue of child labour in agriculture whilst respecting the opinions of others. Through open discussion, students will gain a greater understanding of the nature and extent of the problem and the link between them, as consumers, and other young people and children engaged in the production of agricultural products. To conduct this activity, you (or your students) will need to choose an object to use as a “magic mike” (magic microphone). As this activity is focusing on child labour in agriculture you may wish to choose a piece of fruit or vegetable, or a cotton T-shirt.

Ask the students to stand up and come to the middle of the room or open space while you explain the rules of the game:

- You will call out a statement for them to consider.
- If they agree with the statement they must move to the right-hand side of the room, if they disagree they must move to the left-hand side of the room. Those who are unsure or undecided can remain in the middle.
- To voice their opinions, only the person who is holding the “magic mike” can speak. No one else may speak or interrupt while someone else is holding the magic mike. Once the speaker has finished, others may request the magic mike. You, the educator, will pass the magic mike around as it is requested.

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Case Study: Ghana

Isaac is 11 years old and he works on a neighbour’s cocoa plantation. His main jobs this season are planting the cocoa seedlings, weeding and mixing and spraying pesticides. He starts at 6 a.m. and works for two hours before he goes to school and then in the evening he works for another 2-3 hours. He doesn’t have a good pair of shoes or boots so often gets cuts on his legs and feet and sometimes they get infected, which makes walking painful and sometimes makes him slower than the others at work. He is therefore often called lazy and beaten by his employer.

Isaac has no gloves, so when mixing the pesticides, this often gets into the cuts on his hands, again being painful. Sometimes he is unable to go to work due to the infections and swelling, so he cannot collect payment for these days. He is able to eat two meals a day, one in the morning and one in the evening.

At school he is often tired and has visible cuts and infections. Isaac often finds it difficult to stay awake in class and concentrate. He would like to continue with his education but he is finding it very difficult.

Case study: Turkey

Amina is nine years old and for the last two years she has been working picking peanuts with her parents in the north of Turkey. She has three younger brothers and an older sister who stays at home to look after their mother. Their mother is disabled and cannot walk. Their father died two years ago. Amina works from 7 in the morning until 6 in the evening. She is given one main meal and one snack a day.

Amina used to go to school but now her family depends on her wage. She misses her school friends and is too tired to see them when she goes home. She was able to read and write but now she has forgotten most of what she learned. She would like her brothers to go to school because she thinks schooling will help them earn a better income, but it is unlikely the family will be able to afford it.

- Anyone can change sides at any time, if they are persuaded by what others say. No one should feel embarrassed to move sides. This is simply an indication that they are open to other people's opinions.

Start the debate with a couple of fun statements – this will help the group to feel more comfortable about expressing their opinions. Focus on issues that are relevant to the social life of the group, for example, music: “singer X is better than singer Y”. Alternatively, if a particular sport is popular in your country, you may choose to start with a statement regarding a particular team.

Once you feel comfortable the group has understood the exercise, begin introducing the issue of child labour and child labour in agriculture. Make sure that you have done basic research on the issues that you will discuss so that you can back up the discussion with facts. Below are some suggested statements and notes for discussion:

1. More children work on farms and plantations than in factories

Note for discussion: 70%, or over 132 million girls and boys aged 5 to 14 years old, are working in agriculture and in a sector with a poor health and safety record. The vast majority of the world's working children are working on farms and plantations from sun up to sun down planting and harvesting crops, spraying pesticides or holding flags to guide planes spraying pesticides, and tending livestock on rural farms and plantations.

2. Children work in agriculture only in developing countries

Note for discussion: The use of child labour in agriculture is a global phenomenon and is found in both developed and developing countries. In Africa, for example, it is estimated that there are between 56 and 72 million child workers in agriculture. In industrialised countries many children who are engaged in harvesting, for example, fruit-picking, do not go to school. ILO's goal is to eliminate child labour, and agriculture is a priority sector.

3. Children working on farms are not exposed to extremely serious risks to their health and safety

Note for discussion: child labourers in agriculture are at risk from a wide variety of machinery, biological, physical, chemical, dust, ergonomic, welfare/hygiene and psychosocial hazards, as well as long hours and poor living conditions. For both child and adult workers, agriculture is one of the three most dangerous industries to work in along with construction and mining. Fatality rates associated with agricultural work are second only to mining.

4. Much of the food and drink we consume is produced by child labour in agriculture

Note for discussion: Children play an important role in crop and livestock production. Child labour is found in the production of many commodities including cocoa, coffee, cottonseed, flowers, sugar cane, tea, and tobacco.

5. Large companies can ensure that child labour is not used in the production of food, drink and fibres

Note for discussion: There is a growing sensitivity among consumers to social issues like child labour. As a result, there has been a major and rapid increase of interest in what is termed “corporate social responsibility”. Companies and/or industrial sectors/associations have introduced voluntary codes of conduct, initiatives, standards, etc. whereby they pledge to raise the environmental and social standards in relation to the whole life cycle of the products they produce and sell. Not employing child labour is one of the core conditions included in such codes of conduct.

Follow up

As a follow up to this discussion think of activities to involve students in a) looking at the child labour situation in a particular country, b) finding information on company corporate social responsibility policies

Further information on World Day Against Child Labour and activity against child labour can be obtained from:

The **International Labour Organization (ILO)** is the United Nations specialised agency for the world of work which seeks the promotion of social justice and internationally recognised human and labour rights. Within the UN system, the ILO has a unique tripartite structure with workers and employers participating as equal partners with governments.

<http://www.ilo.org>

The **ILO's International Programme on the Elimination of Child Labour (IPEC)** is the world's largest technical co-operation programme on child labour. Its aim is the progressive elimination of child labour world-wide, with the eradication of the worst forms an urgent priority.

<http://www.ilo.org/childlabour>

ILO-IPEC, 4 Route des Morillons, CH-1211 Geneva 22, Switzerland e-mail: ipec@ilo.org

Education International (EI) is a Global Union federation (GUF) representing over 30 million teachers and other education workers, through 384 member organizations in 169 countries and territories.

<http://www.ei-ie.org>

EI's work to end child labour is a key aspect of its human rights campaign and its EFA campaign

<http://www.ei-ie.org/childlabour>

Education International, 5 Boulevard du Roi Albert II, B-1210 Brussels, Belgium
e-mail: headoffice@ei-ie.org

Additional information and education resources



ILO-IPEC's home page for the World Day Against Child Labour provides further information and links on the issues surrounding child labour. In addition, the new Global Report entitled "The end of child labour: Within reach" and other related information can be found at:

<http://www.ilo.org/childlabour>

SCREAM Stop Child Labour Education Pack – Supporting Children's Rights through Education, the Arts and the Media, IPEC

This community-based education and social mobilisation programme will provide teachers and educators with further activities to conduct with a wide range of age groups of children. Further information and the education modules themselves are available in download format from:

<http://www.ilo.org/scream>

Child Labour: An Information Kit for Teachers, Educators and their Organizations, IPEC

Teachers, educators and their organizations are key partners in the international effort to eliminate child labour. This information kit is designed to raise awareness of the nature and effects of child labour and to instil a sense of commitment and motivation, to inform others and take action in the classroom and within teachers' organizations. The four modules in this kit can be downloaded from the IPEC Information Resource Centre:

<http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=2039>

Training Resource Pack on the Elimination of Hazardous Child Labour in Agriculture (TRP), ILO-IPEC is targeted at smallholding farmers in the crop sectors where children are likely to be working, and supports improvements in workplace safety and health that will benefit adults as well as children. Its purpose is to promote grassroots, village/community-based training of farmers on the elimination of hazardous child labour in agriculture by fellow farmers, who themselves have been trained as trainers using the Pack.

<http://www.ilo.org/ipecinfo/product/viewProduct.do;jsessionid=?productId=1759>

Tackling hazardous child labour in agriculture: Guidance on policy and practice, ILO-IPEC aims to provide policy-makers with the information and ideas they need to plan, formulate and implement policies and programmes to tackle hazardous child labour in agriculture. It is targeted at policy-makers in child labour departments, agricultural ministries and other government departments, agricultural extension services, employers' organizations, trade unions, agencies, occupational safety and health agencies/institutions and other stakeholder organizations. The package contains six guidebooks.

<http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=2799>

ILO-IPEC Fact Sheets on Child Labour

A series of detailed fact sheets on child labour issues are available in download format from:

<http://www.ilo.org/public/french/standards/ipec/about/factsheet/index.htm>

A special request from ILO-IPEC and EI to all teachers and educators

If you use this booklet (and we hope you will) in order to conduct an activity related to Child Labour in your union or with your students, we would like to hear from you. Please send us details of your activities with any supporting material e.g. what you have written or photographs of the activity.

Please also let us know if you and your students would agree to us using such material in official documentation and promotional supports, such as our web sites. Our contact details are included in this booklet.

Please accept our sincere thanks for your support and that of your students – it all helps and it does make a difference!

