

World Day Against Child Labour



International
Labour
Organization

12 June 2007



S. Sherwood/Ecuador

Hundreds of millions of girls and boys throughout the world are engaged in work that deprives them of adequate education, health, leisure and basic freedoms, violating their rights. Of these children, more than half are exposed to the worst forms of child labour such as work in hazardous environments, slavery, or other forms of forced labour, illicit activities such as drug trafficking and prostitution, as well as involvement in armed conflict.

The International Labour Organization (ILO) launched the first World Day Against Child Labour in 2002 as a way to highlight the plight of these children. The Day, which is observed on **June 12th**, is intended to serve as a catalyst for the growing worldwide movement against child labour, reflected in the huge number of ratifications of ILO Convention No. 182 on the worst forms of child labour and ILO Convention No. 138 on the minimum age for employment. The ILO's goal is to eliminate child labour, focusing on the elimination of the worst forms of child labour by 2016.

The World Day Against Child Labour provides an opportunity to gain further support of individual governments as well as that of trade unions and employers (the ILO social partners), civil society and others, including schools, youth and women's groups, artists as well as the media, in the campaign against child labour.

In 2007, the focus of the World Day is on the elimination of child labour in agriculture: to raise awareness and promote activities on the elimination of child labour in agriculture; and to launch a major new partnership, especially focusing on hazardous child labour in agriculture, between the ILO and international agriculture organizations, notably the Food and Agriculture Organization (FAO), the International Fund for Agricultural Development (IFAD), the International Food Policy Research Institute (IFPRI) of the Consultative Group on International Agricultural Research (CGIAR), the International Federation of Agricultural Producers (IFAP - representing farmers/employers and their organizations), and the International Union of Food, Agricultural, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Associations (IUF - representing workers and their organizations).

Worldwide, agriculture is the sector where the largest percentage of working children is found - nearly 70 percent. Over 132 million girls and boys aged 5 to 14 years old often work from sun up to sun down on farms and plantations, planting and harvesting crops, spraying pesticides, and tending livestock. The most recent Global Monitoring Report on Education For All indicated that more than 80% of out-of-school children are in rural areas.

The following activities can be used to introduce young people to the issues involved in child labour, focusing particularly on children working in the agricultural sector. These activities are taken from an Education International brochure, produced in collaboration with the International Labour Organization for the World Day Against Child Labour 2007.

The activities were developed using the SCREAM Supporting Children's Rights through Education, the Arts and the Media methodology. SCREAM is an ILO/IPEC education and social mobilization initiative designed to help teachers and educators promote awareness and understanding on child labour among young people worldwide. Focusing on youth as local and global agents of change and progress, the programme places emphasis on the use of visual, literary and performing arts. For further information on the SCREAM programme, please visit www.ilo.org/scream.

If you conduct an activity related to child labour we would like to hear from you. Please send details of your activities with any supporting material e.g. what you have written or photographs of the activity to scream@ilo.org or register on the 12 to 12 Community Portal on Child Labour www.12to12.org - and upload information here.



Scouts/Columbia



Supporting Children's Rights through Education, the Arts and the Media

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Activity 1



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Imagine their lives....



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 simply use the pictures included in this brochure, 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 participants 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 participants 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?" "How does his/her body hurt at the end of the day?", "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?" "Is the child exposed to frightening situations?" 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.



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Activity 2



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Can chocolate be sweeter?



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, the participants 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 group) 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 group to stand up and come to the middle of the room or open space and 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.

- 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 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 that the group has understood the exercise, begin introducing the issue of child labour and, more specifically, 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 the discussion:

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

Note for discussion: ILO/IPEC estimates that 70%, or over 132 million girls and boys aged 5-14 years old, are working in agriculture and in a sector with a poor health and safety record. The vast majority of world's working children are not toiling in factories and sweatshops or working as domestics or street vendors in urban areas, they 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 the exploitation of children, and agriculture is a priority sector.

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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, in terms of fatalities, injuries and ill health. Article 3 of ILO Convention 182 on the Worst Forms of Child Labour (1999), identifies hazardous work, defined as work which, by its nature of the circumstances in which it is carried out, is likely to harm the health, safety or moral of children, as one of the worst forms of child labour.

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. Multinational enterprises (MNEs) can ensure that child labour is not used in the production of food, drink and fibres

Note for discussion: MNEs in the agriculture/food supply chain can greatly influence positively or negatively the use of child labour in agriculture as they have a major role in determining what is

produced and under what kind of working conditions. Supermarkets often directly contract farmers to supply them, fixing the price and setting the labour and other conditions under which the crops or livestock are produced. Large supermarket chains often force farmers to produce at very low cost. The pressure to cut labour costs can result in exploitation of children, who are paid only a fraction of an adult wage. 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.

6. In places where child labour exists, children should be paid the same as adults

You can add statements of your own. The statements above are to be used to give you an idea of what to say. You may also ask the group to come up with their own statements regarding the issue.

Further information on World Day Against Child Labour and activity against child labour can be obtained from the International Labour Organization's International Programme on the Elimination of Child Labour(ILO/IPEC):
www.ilo.org/public/english/standards/ipec/index.htm





ILO / Turkey



ILO / Lebanon / Lissac P.

