



International
Labour
Office
Geneva

Child labour

USER'S GUIDE

International
Programme
on the
Elimination of
Child Labour
(IPEC)

User's Guide





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Child Labour - An Information Kit for Teachers, Educators and their Organizations, International Programme on the Elimination of Child Labour (IPEC), International Labour Organization (ILO), Geneva, 1998.

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ISBN 92-2-111040-0

Acknowledgements:

This resource kit was produced by Natalie Drew and Yayoi Segi, under the supervision of Panudda Boonpala and Chhanda Bose. It was edited and revised in its new format by Nick Grisewood in November 2004. It is an outcome of the interregional project *Mobilizing teachers, educators and their organizations in combating child labour*. The project is a collaboration between Education International, UNICEF, UNESCO and IPEC.

ILO-IPEC would like to thank the following for their technical support to the information kit: Education International, UNICEF, UNESCO, IPEC staff at headquarters and in the field, the national consultants in Brazil, Costa Rica, Egypt, Guatemala, India, Indonesia, Kenya, Nepal, Panama, Peru, Philippines, Thailand and Tanzania.

ILO-IPEC would also like to thank the following for contributing their materials to this publication: Child Workers in Asia (CWA), African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN), Concern for Children and Environment Nepal (Concern) and the International Confederation of Free Trade Unions (ICFTU).

A special thanks also to the children from around the world whose beautiful drawings and paintings have been reproduced to illustrate the kit.

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Introduction

Child labour is about the exploitation of the most vulnerable in society – children. For many, child labour is an invisible phenomenon, invisible because many children work in hidden occupations but also because society is only too willing to turn a blind eye. Making child labour visible will help strip society of its indifference to their plight.

Teachers, educators and their organizations constitute a frontline group in the international effort to eliminate child labour. This information kit is designed to raise awareness among this key group of the nature and effects of child labour. It also aspires to instil in them a sense of commitment and motivation to inform others of the problem, including their students, their colleagues, their members, other actors in the community and society in general. It is hoped that, armed with the requisite knowledge and inspired by the examples of others presented in this kit, users will be moved to take action in the classroom and in their organizations to support global efforts to give child labourers everywhere back their childhood and access to a decent education.



Book 1: Child labour, children's rights and education

The purpose of Book 1 is to provide teachers and educators with basic information about child labour, children's rights and the important role of education in the prevention and elimination of child labour. It also aims to stimulate discussion among teachers and educators, as well as between them, children, parents and communities. It is hoped that these exchanges will lead to a better understanding of the child labour problem and help those involved to organize strategies for action in order to prevent and eliminate it.

Book 1 contains 3 chapters, focusing respectively on child labour, children's rights and the role of education in preventing child labour and addressing the needs of working children.

Chapter 1, entitled "Child labour", explores the definition of child labour and the profile of the working child. It also looks at the causes and consequences of child labour. The effects of different forms of work can be very harmful to children and teachers and educators need to be more aware of what is happening in their own communities.

Chapter 2, entitled "Children's rights", provides information on the international instruments that exist to protect children worldwide. The international community has universally condemned child labour. It is helpful for teachers to know more about what steps are being taken to protect children so that they can develop their own activities in the classroom, the community and within their representative organizations.

Chapter 3, entitled "Education: Preventing child labour and addressing the needs of working children", focuses on the role of this key sector in eliminating child labour. The first priority is to fulfil the goal of the Education For All (EFA) campaign. The provision of free and universally accessible education which is of good quality and responds to the needs of all children is the most effective means of progressively eliminating child labour, taking children out of the work place and putting them back into school.



Book 2: The role of teachers and their organizations

The purpose of Book 2 is to discuss the role of teachers and other actors in the fight against child labour. It provides examples of action taken by teachers, educators and their organizations in different countries in tackling the child labour problem. These examples aim to encourage and inspire teachers to take action and provide them with ideas and strategies they can draw upon and adapt when setting up their own campaigns.

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Book 3: Combating child labour through education

The International Labour Organization's (ILO) International Programme on the Elimination of Child Labour (IPEC) is the world's largest technical co-operation programme on child labour. IPEC has demonstrated leadership and experience in using education to combat child labour in both formal and non-formal settings. This has proved to be critical in the prevention of child labour and the rehabilitation of former child workers. In addition, IPEC has been providing policy advice and technical assistance to governments to ensure that education, training and youth employment policies pay special attention to children at risk of child labour.

The international community's efforts to achieve Education For All (EFA) and the progressive elimination of child labour are inextricably linked. On the one hand, education is a key element in the prevention of child labour, and on the other, child labour is one of the main obstacles to EFA, since children who are working full time cannot go to school. The ILO is promoting EFA not only as a means to combat child labour, but also as part of its work to develop vocational and skills training, promote the status of teachers and uphold their individual rights and the rights of their organizations.

For the goal of universal primary education to be reached by 2015, governments will need not only to accelerate efforts to achieve EFA, but also to step up efforts to eliminate child labour. The prevention and elimination of child labour should be an integral part of education policy worldwide. The education sector has great potential to contribute to the elimination of child labour.

Book 3, *Combating child labour through education*, is the IPEC policy brief for education and social mobilization and will provide greater perspective of the organization's holistic approach to the issue. It details IPEC's strategy in the fields of formal, non-formal and vocational education and skills training. It provides examples of initiatives in action against child labour through education and training, girls' education and the alliances it establishes with key social actors in the field of education.

International Labour Organization (ILO)

The ILO is the United Nations agency for the world of work and promotion of social justice within and between its member States. Unlike other UN agencies, it operates in a unique tripartite framework consisting of governments and social partners (employers' and workers' organizations). It promotes opportunities for men and women to obtain decent and productive work in conditions of freedom, equity, security and human dignity.

One of the largest technical cooperation programmes of the ILO is on child labour. The International Programme on the Elimination of Child Labour (IPEC) was established in 1992 with one donor country and six participating member States. In 2004, IPEC was operational in 88 countries with active programmes to combat child labour. The number of donor governments and organizations climbed to 29 between the period 1992-2004.

IPEC works towards the elimination of child labour by strengthening national capacities to address the problem and creating a worldwide movement to combat it. It operates a phased and

multi-sectoral strategy which motivates a broad alliance of partners to acknowledge and act against child labour. This alliance includes teachers, educators and their organizations, employers' and workers' organizations, NGOs and other concerned groups, for example, the media. IPEC builds sustainability into its programmes through emphasis on in-country "ownership".

IPEC works towards the elimination of all forms of child labour, giving special attention to children who are very young, those in hidden work situations, girls and children who are particularly vulnerable. ILO Convention No. 182 places special emphasis on the rapid elimination of the worst forms of child labour.

In Book 1, the user will learn more about the instruments developed by the ILO, including Convention No. 182, to fulfil its objectives in the campaign to eliminate child labour.

For more information on ILO and IPEC, please visit **www.ilo.org**.



According to its global report on child labour in 2002, the ILO estimates that there are over 245 million child labourers worldwide. Over half of these, around 186 million, are aged between 5 and 14, of whom over 111 million are working in hazardous conditions.



UNESCO and the Education For All campaign



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UNESCO is the United Nations Educational, Scientific and Cultural Organization. Its main objective is to contribute to peace and security in the world by promoting cooperation within and between nations through education, science, culture and communication in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms. In its work, UNESCO performs five principal functions:

- **Prospective studies:** what forms of education, science, culture and communication for tomorrow's world?
- **The advancement, transfer and sharing of knowledge:** relying primarily on research, training and teaching activities.
- **Standard-setting action:** the preparation and adoption of international instruments and statutory recommendations.
- **Expertise:** provided to member States for their development policies and projects in the form of technical cooperation.
- **Exchange:** of specialized information.



UNESCO was the organizing agency of the World Conference on Education For All in Jomtien, Thailand, in 1990, where participants pledged to provide primary education for all children and massively reduce adult illiteracy by the end of the decade (2000). The Education For All (EFA) movement was born in Jomtien for which UNESCO is the lead agency.

The goals set at the Jomtien conference were only partially reached according to the EFA 2000 Assessment launched in 1998 to review progress since 1990. These results were presented at the World Education Forum in Dakar, Senegal, in April 2000. This conference was held to review advances in basic education in the 1990s and to renew commitment to EFA. More than 1,000 people took part in this conference and adopted the Dakar Framework for Action which aims at achieving quality basic education for all by 2015.

The World Declaration on Education for All and the Dakar Framework for Action are dealt with in detail in Book 1 under the chapter on “Children’s rights”.

For more information on UNESCO and EFA, please visit www.unesco.org.

Worldwide, an estimated 104 million children are not enrolled in primary school. This means that less than one in three – or about 14 per cent – of the world’s children are not getting a basic education. About two-thirds of them are girls. Almost all of the out-of-school children live in developing countries, and most (73 per cent) live in sub-Saharan Africa (46 million) and in South and West Asia (44 million). These are the poorest regions, with a large proportion of the population living on less than US\$ 1 per day, and the most heavily indebted countries. And even if children do attend school, in the hardest hit regions fewer than three out of four reach Grade 5. In the least developed countries, 40 per cent of children who enrol in primary school drop out, and only 25 per cent of boys and 14 per cent of girls go on to secondary school. At current rates of progress, 100 million children will still not be enrolled in primary school by 2015.

UNICEF

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UNICEF is the United Nations Children's Fund. Since the adoption of the United Nations Convention of the Rights of the Child (CRC) in 1990, UNICEF has been addressing child labour and other problems that children face through a general focus on children's rights. It works closely with the ILO and uses ILO definitions and goals in its child labour policy. However, most UNICEF programmes relevant to child labour do not focus exclusively on child labour but rather address "children in especially difficult circumstances" which would also include children affected by war or crisis, sexually exploited children and children affected by drugs or HIV/AIDS.

Working children are almost always the children of the poorest and most marginal families and communities in any country. Children who begin work at an early age and do not attend school are likely to remain trapped in the cycle of poverty and disadvantage that forced them into the labour market in the first place. The goal of UNICEF's work in child labour is to break this cycle.

Using the CRC as its framework, the UNICEF strategy is based on a multisectoral approach with a focus on prevention and protection. It aims to mainstream the response to child labour within existing programmes for children, for example, basic education,

advocacy and health. This approach requires close collaboration and effective partnerships with ILO/IPEC, the UN and Bretton Woods agencies, governments, NGOs and community-based organizations (CBOs).

The assets UNICEF brings to the field of child labour are its extensive field presence with 162 country programmes; its capacity in basic education including its leadership role in promoting girls' education; and, its central role as an advocate for children's rights.

UNICEF's approach to child labour is necessarily distinct from, though complementary to that of the ILO. Rather than a technical cooperation programme, such as IPEC, UNICEF's strategy is to mainstream its response to child labour within existing programmes for children as part of a global child protection concern. As stated earlier, in practice this means mainstreaming the response to child labour within UNICEF's programmes for basic education, advocacy and health. This more organic approach, though consistent with UNICEF's mandate and comparative advantage, is a major undertaking. Nevertheless, a start has been made with education and this remains the core of UNICEF's global child labour strategy, with links also to advocacy on behalf of children's rights.

Two UNICEF sub-programmes are especially important in complementing the work of IPEC: “Education as a preventive strategy” and “Early childhood care and education”. The latter is important because providing early childhood education obviously does not fall within the ILO’s mandate, yet research shows that early childhood education significantly reduces the risk of child labour. In cases where this component is required in a project, IPEC would endeavour to cooperate with UNICEF on this issue.

For more information on UNICEF, please visit www.unicef.org.



Other multilateral organizations and the Education For All Campaign

Food and Agricultural Organization (FAO)

The FAO works to alleviate poverty and hunger by promoting agricultural development, improved nutrition and the pursuit of food security. The organization is also working on an initiative entitled “Education for rural people” that seeks to overcome the urban-rural education gap and improve the quality of and access to education in rural communities. For more information on the FAO, please visit www.fao.org.

World Food Programme (WFP)

The WFP is the UN’s lead agency in the fight against hunger worldwide. It has been involved in programmes around the world that provide food for families that send their children to school. For more information on WFP and its global School Feeding Programme (“Food for Education”), please visit www.wfp.org.

UNAIDS

UNAIDS is a joint UN programme, including the ILO, leading advocacy and action in the fight against HIV/AIDS. It is currently working with UNESCO on an inter-agency initiative on “AIDS, school and education”. This programme focuses on providing preventive education and promoting awareness on the link between combating HIV/AIDS and achieving EFA goals. For more information on UNAIDS and their various education resources, please visit www.unaids.org.

United Nations Development Programme (UNDP)

UNDP has been key in the development and progress of the Millennium Development Goals (MDGs) which set clear targets for reducing poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women by 2015. The MDGs are consistent with several EFA goals and highlight the importance of education for all areas of development. For more information on UNDP and the MDGs, please visit www.undp.org.



United Nations Girls' Education Initiative (UNGEI)

Launched in April 2000, UNGEI is a 10-year initiative of collaborating agencies to help national governments fulfil their commitment to provide quality education to all girls. For more information on UNGEI, please visit the web sites of both UNICEF and UNESCO.

United Nations High Commissioner for Refugees (UNHCR)

UNHCR leads international action to protect refugees and safeguard their rights and well-being. It promotes improved education in situations of emergency and crisis to effectively address the educational needs of populations during both crisis and post-crisis situations. For more information on UNHCR, please visit www.unhcr.ch.

World Health Organization (WHO)

WHO is entrusted with the mandate to promote the improved levels of health throughout the world. In collaboration with other agencies, it has led efforts on the FRESH initiative. FRESH (Focusing Resources on Effective School Health) emphasizes school health programmes that address health-related problems that interfere with enrolment, attendance and learning. For more information on WHO, please visit www.who.int.

World Bank

The World Bank is the world's largest source of development assistance to help countries reduce poverty. It supports a broad range of national initiatives on education, including EFA and the Fast Track Initiative and projects such as the WHO's FRESH initiative. For more information on the World Bank, please visit www.worldbank.org.

International teachers' organizations

Education International

Education International (EI) is a worldwide trade union organization of education personnel, with 26 million members representing all sectors of education from pre-school to university and 310 national trade unions and associations in 159 countries and territories. EI views an end to child labour as a key aspect of its work to promote human rights and quality education.

EI aims to:

- defend the professional and industrial rights of teachers and education personnel;
- promote peace, democracy, social justice and equality through quality public education for all;
- combat all forms of racism and discrimination in education and society;
- give particular attention to developing the leadership role and involvement of women in society, in the teaching profession and in organizations of teachers and education employees; and
- ensure the rights of the most vulnerable groups such as indigenous peoples, ethnic minorities, migrants and children, including child labourers.

EI cooperates closely with various international organizations, including the ILO, and more particularly IPEC in its fight against child labour. It also has formal associate relations with UNESCO, one of only 16 organizations worldwide to do so, and has consultative status with the United Nations Economic and Social Council (ECOSOC). In addition, EI works in the implementation of joint activities with WHO, UNAIDS, the World Bank and the Organisation for Economic Co-operation and Development (OECD).

For more information on EI, please visit www.ei-ie.org.

World Confederation of Teachers

The World Confederation of Teachers (WCT) is a global trade union organization for workers in the education sector. Its overall objective is to defend the interests of education personnel and of those they educate. Its principal activities include training, information dissemination, political advocacy and media action. Through its Declaration of Principles and programme of action, the WCT pursues a number of key objectives, particularly the protection of the interests, rights and working conditions of teachers and educators worldwide.

Another major aspect of its work focuses on human rights, including children's rights and the specific issue



of child labour. The organization emphasizes the importance of education in a multi-sectoral approach of the global strategy against child labour and the violation of children's rights. The WCT is committed to contribute to the struggle for the respect of children's rights and against child labour and calls for:

- the immediate eradication of intolerable and damaging forms of child labour, while being mindful of the need to progressively eliminate all types of child labour;
- the respect of children's rights to a free, universal, obligatory elementary education and that this right should be exercised in the context of respect of equal opportunities;
- the acknowledgement of the right to education as the most effective means to fight against child labour;
- the ratification and implementation worldwide of ILO Convention Nos. 138 and 182 and the United Nations Convention on Children's Rights;

- the implementation of development policies aimed at eradicating poverty which is one of the causes of child labour;
- the effective application of the laws against child labour, along with positive measures for the rehabilitation of working children and raising awareness among parents about the damaging effects of child labour;
- the inclusion of information on children's rights and child labour as part of the school curriculum.

For more information on the WCT, please visit www.wctcsme.org.

In 2004, as the international labour movement launches discussions on greater unification at the global level, EI and WCT have also commenced exploratory initiatives in this direction.

Civil society partners

Non-governmental organizations (NGOs) are vital partners of IPEC programmes worldwide. In recent years, the scope of this partnership has increased from working not only with national NGOs but also with international NGOs and development organizations. At the international level, IPEC works with NGOs that target specific forms of child labour and those that link education to child labour.

The Global Campaign for Education (GCE) is the world's leading civil society movement for education and is also an IPEC partner in combating child labour through education. The organization promotes education as a basic human right and is committed to mobilizing public opinion to hold the international community accountable for its promises to achieve gender equity in primary and secondary education, universal completion of primary education and a 50 per cent reduction in adult illiteracy. Furthermore, GCE calls for an end to child labour as a part of its objectives in promoting EFA goals.

Education is also a key part of the work of the Global March Against Child Labour, another major IPEC partner. Its mission statement commits the organization "to mobilize worldwide efforts to protect and promote the rights of all children, especially the right to receive a free, meaningful education" and further highlights the connection between education and child labour. Global March has been a

leading force in international efforts to end child labour and campaigns nationally through a network of coordinators.

IPEC works with numerous other civil society organizations at both international and national levels. Partners include Anti-Slavery International, ActionAid Alliance members, Oxfam International organizations, members of the International Save the Children Alliance and other civil society organizations, and underpin the effective mobilization, advocacy and implementation of IPEC's mission.



Ideas for teachers

This section aims to help teachers and educators in their classroom and professional activities by highlighting some ideas that could be used in sharing the contents of the kit and to organize classroom activities related to child labour.

To have the ability to write creatively and the freedom to explore the realms of their imaginations are liberating experiences for children. Literary and artistic expression are important to a child's development. In the context of this teaching tool, children can tell the tale of child labour and all its evils in a form that their peers around the world will understand and identify with. They can develop stories, appeal for help and call on others to take action, all through the written word and art forms.

This section suggests some ways to tap into this vast pool of creativity. In addition, it provides some examples of inspiring literature that has already been written by children and young people around the world in the form of poems and songs, short stories, and a play written and performed in Kenya by primary schoolchildren. Artistic expression of children all over the world has been used to illustrate this kit as further examples of the depth of children's imaginations and their vision and talents.

Sharing the kit

Let us assume you are one of the teachers or educators who has been given this teacher orientation kit. You could take it along to staff/planning meetings and share the information and some of the ideas on how information on child labour can be disseminated, or also share ideas about how to raise community awareness.

Pooling human resources and talents

Though not all of us can be poets, writers and artists, there are bound to be some in the group who have a gift with words or for art and can become the resource creator for the group. These talents should be drawn upon. This resource kit can provide you with a "model" of the different things that can be done both in the classroom and in the community. Much of the material included in it can be elaborated and adapted to suit the needs and "flavour" of the specific local area.

Involving the children

Children are very effective communicators and can therefore participate in raising the awareness of the community as a whole. Furthermore, parents are more likely to listen and be involved in a campaign against child labour if their own children are involved. Below, you will find a section on ideas for classroom activities to involve children more and help them to fulfil their role in bringing about change.

Make your own materials

The illustrations and information provided in this kit could be adapted to suit your local region. You could get the children to draw pictures, write poems and stories or perform a play dealing with the local situation of child labour and other issues. The children in your school could combine their efforts with those in other schools to come up with new materials on child labour.

Organizing fairs and exhibitions

With the cooperation of other schools in the region, you could organize a fair or exhibition (maybe taking advantage of a local festival or national holiday) for the parents and children, in which the material created by you and the children can be displayed. This could

be an effective method of involving children, their parents and the community as a whole and raising their awareness of the child labour issue.

Using inter-school activities

Most inter-school activities, wherever they happen, are geared to competitions between children and their schools. If a number of single-teacher schools cooperate in putting together an exhibition, then the children can cooperate in other ways. If there is a sit-and-draw event, instead of children competing against each other, the children from different schools can divide themselves into integrated groups. These can then work together to design new materials or speak on the issue of child labour.

Developing a teachers' network in multi-teacher schools

In schools of more than one teacher, the teacher who has had exposure to training or orientation on child labour matters should try and inspire the other teachers in the school to join in the work of making schoolchildren and their families aware of the problem. When all the children in the school are familiarized with the issue and all the teaching faculty is involved, the impact in the community is likely to be far greater.

The school day gives many opportunities for creating awareness among schoolchildren and the teaching faculty. When there is a planning session of what each teacher will do each day/week/month or when special school functions are being planned, child labour awareness activities can easily be fitted in.

Using an inter-disciplinary approach

Should child labour-related topics not feature in textbooks, they can still be an important part of the work of the school because they can be integrated into story-telling, poetry classes, mathematics classes, environmental studies or social sciences. In larger schools where there are “subject teachers” and not only one teacher who teaches all subjects, teachers should be made aware of the issue of child labour and encouraged to include the relevant aspects of it in their own subjects.

For example, if a teacher is giving a class on health matters, s/he could talk about how it is essential that all children get plenty of exercise, fresh

air and rest. This would be an opportunity to talk about how hundreds of children spend long hours bent over tasks which damage their bodies and which do not allow them to have a normal childhood and develop properly.

Children could also be asked to share their own experiences or to write a composition on how they would feel and what they think they would miss if they were to spend 8 to 10 hours doing hard work.

Children are ideal advocates for change. In Mirzapur, India, children who have been freed from the carpet looms and attended school have spoken at fairs and religious festivals about their lives as child workers, how they felt and, now that they are at school, how they feel about school. This had a great impact not only on the parents of children but also on the village elders and the villages’ self-government officials. This led many villages to declare that they would compete with each other to see which villages could become child labour-free first.

Schools in remote and underdeveloped communities can be in the forefront of bringing new ideas into the community.



Some practical ideas for raising awareness

- Use school assemblies or prayer times to talk to the entire school about the issue of child labour and invite an open discussion.
- Use different school subjects to introduce facts about child labour and discuss the factors that contribute to the problem.
- Use the kit to help children design their own posters.
- Use the kit to help children draw a picture of dangerous work performed by children in the country or community.
- Use language classes to help and encourage children to write stories or poems about child labour.
- Use creative writing classes to get the children to write short plays or to develop role-plays around the issue of child labour.
- Use writing and language classes to encourage children to draft short essays on what rights they think should be applied to improve the lives of working children.
- After discussing the issue of children's rights in school, encourage children to draw pictures of what rights they think they should have and what rights all children should have.
- Use special school events such as annual fairs or national holidays to set up an exhibition or perform plays or songs that the children have developed themselves on child labour.
- Help the children to design a news-sheet which can be put up in community gathering places so parents and the community as a whole can read what the children have done on the issue of child labour.
- Network with primary health workers, local officials and others in order to involve them in the work to eliminate child labour.
- Use parent-teacher meetings to raise parental awareness of the dangers of child labour and how they can get involved in combating it.
- Organize student debates for older children on the issue of child labour.
- Organize an open day when parents and community leaders can interact with the children and draw up a programme for the whole village.
- Take advantage of national holidays, religious holidays and local festivals to focus on the rights of the child.

Classroom activities and projects

Differences between children and adults

Introduce a class discussion on what children consider to be the differences between a child and an adult. Using the format of the box below, encourage the children to list these differences.



Child	Adult
<ul style="list-style-type: none">	<ul style="list-style-type: none">

Once the box is full or the class runs out of ideas, ask the children how they think these differences might affect working children. Get them to try and put themselves in the skins of working children and see what their differences might be compared with adults.

How I feel about my school

Form pairs among the children in the class. Ask them to draw up a list of their school likes and dislikes. Use the box below as a guide to help them. Allow them to be as honest as they can.

I like school because:	I dislike school because:
•	•
•	•
•	•
•	•
•	•



Introduce a classroom discussion on how the “likes” could turn into the “dislikes”, or how the “dislikes” can be changed into “likes”. Work with the children to turn some of the “dislikes” into “likes”.

As a second part to this exercise, ask the children to write a letter to a friend describing the school and why they like or dislike it. Ask those who are willing to read their letter out to the class. Create an exhibition of the letters for the school and community to read.

You could also ask the children to draw a picture of their ideal school based on their list of likes and dislikes. Include these pictures in the exhibition.

Child labour project

With the information and materials gathered during all these various activities, you could start a class project on the issue of child labour. At the end of this project, you could organize an exhibition where the work carried out by the class could be exhibited to parents and the community.

World Day Against Child Labour 12 June

The ILO has established 12 June - the anniversary of Convention 182 on the Worst Forms of Child Labour - each year as the World Day Against Child Labour. Organize activities on or around this day to give them special meaning for children, colleagues, parents and communities. Visit the IPEC web site each year to see what themes and issues are being highlighted and how you, your class, your school and your organization can support this important global event.



Designing a poster

A very effective way of getting people's attention is through a poster with a powerful message. A good poster will have a strong image and a slogan or short piece of text that conveys the message instantly. The design will differ according to nationality, culture and tradition and on the target audience and the type of message.

Engage the class in the task of producing posters that can be put up in the school, at home and in the wider community to raise awareness of the problem of child labour or of the need to respect children's rights, particularly their right to a free education. The impact will be especially great given that the posters will be produced by the children themselves and will instil a sense of pride when they see their work being put up in public places for everyone to see.

You may already have asked the class to draw pictures as suggested in the classroom activities above. In order to produce a poster, you will need to initiate a discussion in the class about what message they would like to send out – to their peers, teachers, parents and other adults in the community. What would they like these different groups to know and do about child

labour or children's rights? What rights do they consider most important to them and what would be the most important for child labourers?

Once the class has decided upon the message they want to send, ask them to draw colourful and detailed pictures that embody this message. Use large pieces of paper so that they will attract people's attention when they are put up and encourage the children to use plenty of colour and detail. You might find that some children will prefer to work in groups to produce a poster.

Remind the class that words will also be needed to convey the message, so they should remember to leave sufficient space for their words. A short and simple message can often have the most impact. Encourage them to write clearly and in large letters so that people will be able to read the poster from a distance.

Organize an exhibition of the posters in the school and invite parents and the community to come and see them. After the exhibition, you could put the posters up around the school and/or the local community to maximize their awareness-raising impact.

Short stories about child labour

Writing is a beautiful and creative art form. You will have noted that throughout this manual suggestions have been made to encourage children to write, whether it be poems, stories, essays, songs or plays. Children have so much imagination and inspiration that encouraging them to write creatively is like tapping a limitless resource.

In Annex 1 of this manual, you will find two stories by children on specific examples of child labour. You and your students may or may not have witnessed or know about similar abuse and exploitation, or may even have been subjected to such situations. You should read these stories to the children in your class and then have an open discussion on each situation. Allow them to share their feelings about what has happened in the stories. Then ask them to sit and think about what story they feel they could tell about child labour and let them write. You could set up an exhibition of the stories and poems they produce and let parents and the community come and read them and learn from their children.

For more information and ideas on how to use creative writing in education, please consult the SCREAM Education Pack Creative writing module (www.ilo.org/scream, or contact ILO-IPEC directly).



Children and drama

The use of drama in education can be very effective, particularly when dealing with issues of a social or human rights nature such as child labour. Drama is an excellent deep learning and interactive method for children, combining fun and entertainment with a means of developing confidence, memory, self-discipline and self-esteem. By developing a play with you on child labour, children can explore their own feelings on the issue, give expression to them and convey their message to the wider community, including their peers and their parents.

Using the same style of class that you used to help them to write short stories, poems and songs, ask the children to turn their attention to writing a short story about child labour which could be turned into a play. They might choose one of the short stories that has already been written and add new characters and develop dialogue. They will need a lot of help and support to write their own play, but the end result will be very rewarding.

In Annex 2, you will find an example of a play performed by the children of Gathunguru Primary School in Kenya as part of the travelling theatre company, organized by ANPPCAN, with the support of IPEC. This and other plays dramatized by the troupe take child labour as their overall theme, examining its causes, dangers and consequences for children. They



perform the plays, travelling from village to village, in order to raise awareness of child labour among local communities. The play is followed by a debate in which both audience and actors participate. The project also organizes workshops for teachers and community leaders where action programmes to combat child labour are discussed. The drama project has proved to be very successful in raising awareness and changing attitudes concerning child labour.

Follow this example and stimulate a discussion among the children on how they feel about different aspects of child labour. Let them express themselves before, during and after their performance and involve your colleagues at school, other children, parents and the wider community in these discussions.

For more information and ideas on how to use drama in education, please consult the SCREAM Education Pack Role-play and Drama modules (www.ilo.org/scream, or contact ILO-IPEC directly).

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Note for the user:

A detailed annotated bibliography is available from ILO-IPEC, Geneva, and can be downloaded from the IPEC web site:

www.ilo.org/public/english/standards/ip ec/publ/biblio/biblio_annotated_2003.htm

Annex I

The scent of jasmines

The smell of the jasmine has always been a part of my life. My grandmother smelled of something which even to me as a baby was delicious. Perhaps it was no great wonder that no sooner did she pick me up than I would fall asleep. It was the smell of the jasmines.

When I was eighteen and all ready to leave home for the first time and go away to college, my mother gave me a bottle of jasmine perfume. As I sighed with contentment, I asked her:

“How did you know Mummy?”

She smiled. Then she said:

“Jasmines are special. They are stars that left the sky and decided to live on earth. They are ‘flowers of heaven’. They are ‘stars of the earth’.”

It was one Christmas vacation that I was given a grant by the college to go to Egypt for a field trip. Then I found out about the ‘flowers of heaven’. Then I came to see what lay behind the glitter of the magic fragrance of the ‘stars of earth’.

It was an Egyptian friend who took me to the jasmine fields. As the evening dew settled the green bushes began to sprout the flowers. And the evening began to smell like my grandmother. I told Achmad about it. I was surprised to see his lips curl up, I could not be sure whether in disgust or mockery, but it was not a pleasant thing to see. I asked him why, and he said:

“Janine, you’ll see why.”

The night deepened. The sky spangled into trillions of stars as though to rival the scrubby bushes with stars caught on their branches. Then there was the sound of an ancient truck. It stopped near us. Out of the back of this ancient vehicle spilled dozens of children.



I turned to look at Achmad.

He smiled wryly:

“There is where your fragrance comes from.”

I looked perplexed and the confusion must have shown because Achmad said:

“Janine, be patient.”

I looked at them, the children. All thin. All tired-looking. All below the age of 14. Some looked so frail and so tiny that in my own country they would have been guarded by hospital care or smothered by everything overfond parents could provide.

I watched them being pushed and prodded by a brutal, overweight overseer. The children denuded the trees of their stars with all the gentleness of a breeze plucking the yellow leaves from autumn trees.

And the starlike blossoms piled like falling snow on the ground as the children upturned them from the enormous baskets they carried.

I watched in silence ... and disbelief ... and anguish. The baskets piled up. The bushes were now more green than white. Some of the children began to droop. I looked up to the sky unable to bear what I saw before me, when I found the sky lightening. The night was nearly over. A new day was getting ready to be born.

I turned to Achmad:

“Why?”

He hedged:

“Why what, Janine?”

“Why the children?”

“Because, my friend, the perfumers who buy the jasmine want the flowers fresh and unbruised.”

“And?” I probed.

“Only children’s fingers are soft and gentle and fragile enough to harvest your ‘stars of the earth’.”

“But why through the night? Why can they not do it in the day?”

“Because the jasmine is shy and releases its freshness and perfume to the dew of the evening and night. The perfumers get them freshest when they are plucked at night.”

“Where do they get the children, Achmad?”

“Children are plentiful and cheap in poor families. Families that have too many mouths to feed. Families that need the work of every hand to stay alive.”

He pointed out Fatima. She was thin, more bone than I had ever seen on any child.

“Her mother now needs to feed the four children her husband left her with. He replaced her washed out beauty with another girl. Fatima is the eldest and at eight she must contribute because there is Yasmin, Mustafa and baby Nasreen to be fed.”

I looked at Fatima’s face. Then I asked Achmad to ask her why she came to work plucking the flowers.

The child answered in a voice like mist:

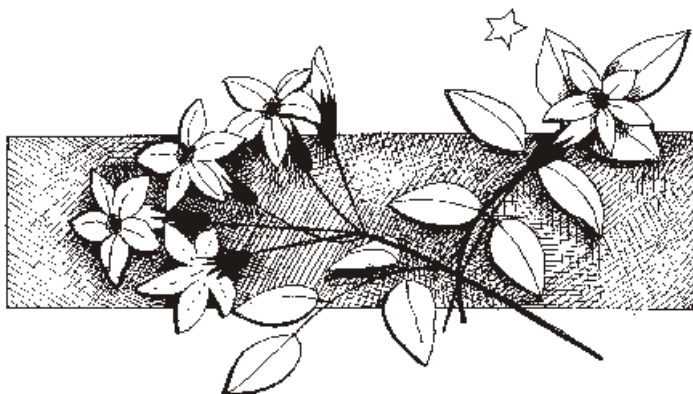
“Who will feed the family?”

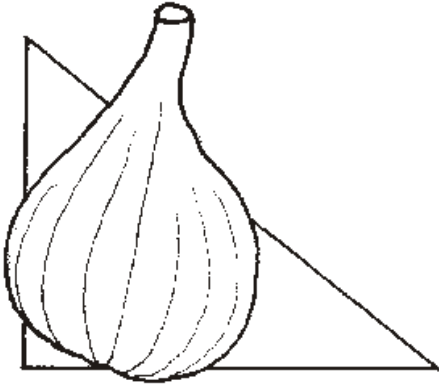
“Where is your father now?”

“He has a new family. He no longer wants us.”

I looked at the mountainous pile of the jasmines. They seemed to be crystallised tears.

I never buy any perfume now. And the jasmine does not remind me of the stars. It reminds me of tears, Fatima’s and all her fellow-workers who bleed their lives away so that your grandmother, and my mother can smell of stars, delicious and delightful.





The fig

The little boy sat with his back propped up against a tree which had barely enough leaves to give him shelter from the blistering sun. The cattle he was supposed to be herding and guarding ambled in the hot sun, picking at the sparse vegetation. The drought had not lifted this year either. He looked at the bony cattle, but his mind was elsewhere. His aunt was coming back today from the big city where she worked. He didn't like her very much because she was always telling him not to chatter, not to fidget, not to ... she had a long and unending list of all the things he should not do.

The boy loved to hear about the big city where the big houses rose into the sky. He tried to imagine what the houses looked like and why they didn't fall down. He had tried putting one pebble upon another, but he never got very high. They always came tumbling down. Maybe, he thought to himself, the stones they used were not uneven like the pebbles he used. She had also told him about the buses that were not like the boxy ugly things that once a day trundled down the dust track that led to the boy's village. Even these were built with one compartment above another.

But what he loved hearing about most was a box called the TEEVEE. You could see pictures from anywhere in the world. Even man walking on the moon. Now this the boy didn't believe. He thought about it a great deal. He really would like to go somewhere other than his dusty village, with its thorn brush, dryness and heat. He would love to go where things are green. The boy remembered the time when these same dusty plains had been covered with green and the cattle did not show their bones.

That evening after he had taken the cattle into the enclosure made of thorn branches plaited together, he dashed home. And no sooner had he set foot in the house his aunt said:

"Don't run into the house!"

The boy smiled to himself. She had started, but he didn't mind. He had too many questions he wanted her to answer. As he stuffed the dry cornmeal mixed with water into his mouth, his questions started spilling out like sawdust out of a scarecrow.

"Aunt, tell me what you saw on the TEEVEE."

His aunt laughed and said:

"You'll have to wait to find out for yourself boy."

The boy groaned. When would he grow up enough to be considered old enough to go to the city. So he pleaded. His aunt smiled.

The boy pleaded.

"That will be years. I'm only eight summers old now ... please."

His aunt laughed and said:

"Tell him my sister."

The boy looked inquiringly at his mother. She spoke slowly, as though she carried a mountain of rocks upon her chest:

"Yes, my son. You go with your aunt to the city."

The boy whooped with delight, rushed out of the single-roomed straw and wattle shack and danced like an inspired dervish in the star-filled night.

Two days later his mother placed a small bundle into his hands. Some maize bread and a tiny handful of dry figs. The latter was a luxury and suddenly the boy came to realise that his mother must be feeling real pain at his going. The bundle also contained his best vest and a pair of striped shorts. These were his best clothes.

Then it was time to leave. The boy looked at his mother's thin face and her eyes shone with tears she would not shed. It would not be a good omen to send her eldest child away with tears. Holding onto her skirt was his younger brother and in her arms the new baby. There was no father to send him on his way into the big city, where he would do a man's job for a boy's pay, but

there would be money enough to send home. His father had died of a mysterious illness which had killed off so many other fathers of the boy's friends. And so many mothers. For a moment a dreadful panic seized the boy. Would he see his mother again?

He would not cry though the tears stood ready to burst through his ebony eyes. No! He was going to do a man's job. He must not cry.

The boy looked at the towering building touching the clouds. It gleamed white in the sun. So, the buildings really did climb up into the sky. His aunt wasn't pulling a fast one. Maybe then, he thought, men really have walked on the moon. She took him up in a meagre box that climbed so fast that he nearly lost his breakfast. Then they were inside a house ... no, it must be a palace.

"Here he is, Madam. He's strong and obedient. He can work long hours," said his aunt to the lady who was dressed in some material that made the boy want to touch it. It looked like rain and flowing rivers, so cool, so blue and green all in one.

"Good, Miriam. He will do. And though he doesn't look very strong, I suppose a few good meals here will fatten him up. But he must have a bath."

And so began his life in the house of the diamond merchant's wife.

Up at 5 every morning. Light the gas stove which always frightened him. Then make the tea in the china tea service. Load it on the tray which gleamed quietly. His thin arms strained and he bent double as he carried the tray in.

The days went through the same routine. Breakfast dishes to be washed. Then the dogs had to be taken down for a walk. Then the shoes had to be shined. Really shine. He didn't want them thrown back at his head as the day when the elder son of the family had seen a speck of dust the boy could not see. His ear had taken a direct hit. It had hurt but he did not cry.

Sometime between 12 and 12:30 his aunt would give him two pieces of dry toast left over from the breakfast table and a cup of dark bitter tea. Sometimes the boy remembered the milk the cattle he looked after gave him. Not every day of course, but when he was given a small cup by his mother it had tasted better than anything he had known.

One afternoon, when “Madam” had sat down to watch the TV in the big drawing room, he had tried to creep in. But she had said:

“Boy, go back to the kitchen. Servants are not allowed to enter here unless they have some work.”

And she had soon found him something to do. Every day.

“Go and clean James’ golf clubs.”

“Sophie said that her gym shoes were not clean yesterday. The teacher was furious with her. Go and clean them again.”

“Go to the grocers and pick up the shopping.”

There was always something to do which he had not done, or not done well enough.

He nodded off in the kitchen late at night waiting for the family to finish their dinner. He washed up the bone china carefully, and then settled down to wolf down the thin soup and potatoes that was his meal. Every day. He wondered sometimes when he would be fattened up.

He cried sometimes at night when he lay huddled under the kitchen table on a rough coir mat. It didn’t matter if he cried then because no one could see or hear him. He cried for the open sky under which he had grazed his cattle. He cried for the freedom he had felt playing with his friends who also grazed their cattle nearby. Simple games they played, like “catch” or the trees they climbed. And he missed his family, his brother and sister. He tried not to think of his mother. He kept her away from all conscious thought because he felt he would not be able to stop crying. He was held

in a grip of fear that his mother too would die as other mothers of so many of his friends, a victim of the strange disease they called AIDS. He had kept one dry fig in his pocket, the tangible proof of his mother's love and of the home he had left behind.

The fig got him into trouble.

One day, he had dropped one of the wafer thin tea cups. He hadn't dropped it. It had slid off the heavy tray as he brought it out to the kitchen. Madam had beaten him. He had tried to escape the shower of blows.

When he saw her hands rise to his head, he pulled his hands out of his pocket and tried to fend off the blows. The fig, that was his last contact with home, fell onto the floor. As he dived to pick it up, Madam swooped.

"So you are beginning to steal as well. Not only are you careless and useless, you are a thief."

He blubbered and stammered:

"My mother gave it to me ... I didn't steal it."

"Likely story. Where would your mother get a fig! Miriam told me that she couldn't even feed you one meal a day. It was only out of pity that I agreed you could come. It would be one less mouth for her to feed. How could she give you a fig?"

And the tirade went on.

"Useless! Careless! Good for nothing! Lazy! A thief and a liar!"

More blows. The boy bent his head and took the beating. She picked up the fig and flung it into the bin.

The boy watched his home being flung into the garbage. The words buzzed louder than the pain in his ears. "Liar! Thief!" He said nothing. His aunt was right about one thing. He was obedient.

He lay under the table after she had spent her rage. His aunt found him rolled into a tight ball of misery. She screamed at the boy: "You have dishonoured your family! You stole!"

“My mother gave it to me before I left home.”

“Listen nephew! I know the miserable handful of figs she gave you. After three months you couldn’t have had any left. You are a thief! Shame on you! After all the kindness the mistress has shown to you!”

He stuttered:

“M...mother gave it to me ... It was h..home.”

“Utter nonsense! How can a fig be home! The mistress said you can stay but she will not pay you this month. You broke an expensive cup and you stole! Your mother would have been so ashamed of you ... thank God she will never know.”

The boy looked at his aunt for a long moment. Then the enormity of what she was saying broke into his mind. He whispered:

“When?”

“Last week.”

“But you didn’t tell me.”

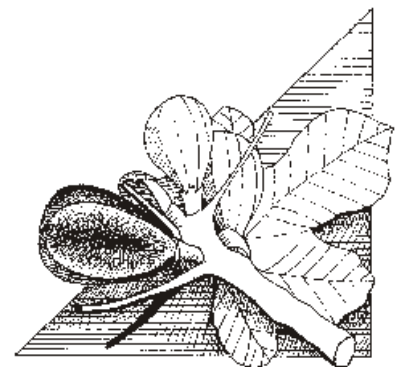
“What was the point? You would have started snivelling and wanting to go home. The mistress said it was better you continued working. At least the money would be useful. There was nothing you could do for your mother.”

“And the children. Where are they?”

“The baby died. Your brother is being looked after by the neighbours.”

That night after the family had fallen asleep, he crept down the long flight of stairs from the seventh floor. He walked out onto the street. He was afraid. He didn’t know where he was going, but he knew he must go and find his brother. He couldn’t allow his brother to be brought up by other people. He would find him and make a home for him.

The boy did not cry. He was doing a man’s job. He must not cry. He must keep the remains of his family together. He didn’t know how, but he would find his way home again. He must.



Annex 2

Child labour

***A play performed by the Gathunguru
Primary School, Kenya***

The cast

Ndungu	Father
Nyambura	Mother
Kamata	Son
Kiune	Son
Nyakaria	Daughter
Wangui	Daughter
Kiraka	Neighbour
Wairimu	Neighbour
Paul	Teacher
Kimani	Nyapara
Nyokabi	Visitor
Chief	
Two silent actors	

Play summary

Scene one

In Mr Ndungu's house, his children have been sent home from school for lack of school fees, uniforms and lack of books. Mr Ndungu finds it difficult to meet these school requirements let alone feed the children. He therefore decides that the children should discontinue schooling and instead seek casual work at the coffee plantation.

Scene two

At the coffee farm, Kimani (Nyapara) is seen harassing children, giving them a lot of work with torrents of insults.

Scene three

A visitor arrives at Mr Ndungu's home. She is from Nairobi and is searching for a maid. Mr Ndungu decides to give her his daughter as a maid and instructs that the wages be paid directly to him.

Scene four

At Nyakobi's house, things are not going well. Nyakaria is being abused since the work is too much for her and her employer is unkind. Nyakaria decides to quit her job and go back home.

Scene five

At home, Kiune, Kamata, Wangui are seem lamenting and Nyakaria arrives and narrates her ordeal.

Scene six

Wairimu, Kiraka, Paul and the chief visit Mr Ndungu and a hot discussion erupts on child labour.

SCENE ONE

(At Mr Ndungu's home)

(The children rush in)

Kamata: Mum! Mum! Are you there?

Nyambura: Yes, son! What happened? Why are you not in school?

Kamata: We have been chased from school and until we finish paying the money we owe the school, we shall not be allowed to go back.

Nyambura: Wait for your father. He is just about to come and he told me he was going to look for some money. I am going out shortly and will be coming back.

(She leaves the sitting room and then suddenly there is a knock on the door)

Nyakaria: Come in!

Ndungu: *(Entering with a visitor, Mr Kiraka)*
How are you my daughter and where is your mother?

Nyakaria: She has just gone out briefly, but she should be back any moment.

Kamata: Father, we have been sent away from school due to lack of school fees, uniform and books.

Ndungu: Don't worry, son! I will see to it. *(And then to Kiraka)* My friend, you see how life is difficult?

Kiraka: For sure, life is unbearable but what can we do? Mine have also been sent away.

Ndungu: My friend, it is unbearable for me. I cannot both feed and educate them. I need help.

Kiraka: Why don't you go and work at the coffee farm as a casual worker?

Ndungu: My health is not good and so I cannot do manual work. However, I know what I will do!

- Kiraka: *(Curious)* Tell me what you plan to do?
- Ndungu: My friend! My children are the ones to help me out and so they will have to work on the coffee farm as casuals.
- Nyambura: *(Walking in)* Oh! Sorry for walking in suddenly. How are you, Mr Kiraka?
- Kiraka: *(Standing up)* Fine, Mrs Ndungu, you have just come in when I am leaving.
- Ndungu: What is the hurry for? Please stay around, you might get something to eat since mama Nyakaria is back.
- Kiraka: *(Leaving)* No thanks, my friend, maybe later. See you in the evening!
(Ndungu and Nyambura together) See you, Mr Kiraka.
- Nyambura: It's good you came early. Have you seen the children?
- Ndungu: Of course I have seen them. In fact, I already know their problem for which I have a solution.
- Nyambura: Good to hear that! But remember, there is nothing to eat. Anyway, tell me about your solution.
- Ndungu: *(Shouting)* Kamata! Kiune! And all of you, come here!
(Children together) Yes, father.
(Hurrying in)
- Nyambura: Do not stand please. Let each of you sit down. *(The children sit down)*
- Ndungu: This is my strategy. All of you tomorrow will have to go to work at Karangaiti coffee estate.
(The rest of the family, in shock) Oh!
- Nyambura: But how? These are children. We need to send them back to school.
- Ndungu: Unless you have the money on you to take them back!
- Nyambura: You know very well I have nothing.
- Ndungu: Then shut up! They will do what I say!



- Nyambura: *(Protesting)* No! No! You cannot do that! That is destroying the future of our children. A future without education is a future without hope.
- Ndungu: Listen woman, this is a hard choice for me, but I have no choice but to do so.
- Nyambura: *(Stubbornly)* We can look for other alternatives. You and I can work at the coffee farm.
- Ndungu: Look here, you know very well that is impossible. No matter how much we try, we still cannot make it.
- Kamata: *(Concerned)* Please do not quarrel. We will help out.
- Nyakaria: *(Supporting)* We agree to help.
- Ndungu: Good! I think you understand that to pay fees, buy uniforms and books is not easy and besides we don't eat stones, but food.
- Nyambura: OK, I agree. So children, you will have to wake up very early to catch the lorry for the shamba.
(Children together) Yes, mother.
- Ndungu: I am going out but I will soon be back and remember to bring all the wages home. No one should misuse them.
(Leaves)
- Nyambura: Let me see what to do. *(As she goes to the kitchen, the children leave the stage)*

SCENE TWO

(Children are seen working hard at the coffee farm)

Kimani: Kamata! Kamata!
Kamata: Yes sir!
Kimani: Come here.
Kamata: *(Rushing in)* Here I am.
Kimani: I told you I do not like this nonsense.
Kamata: What is it, sir?
Kimani: Stupid! *(Going after him as if to beat him)* I don't entertain lazy people in my shamba.
Kamata: But we are not lazy. Don't you see we are working hard?
Kimani: I am seeing nothing but a bunch of fools and idlers.
Kamata: What do you want us to do?
Kimani: Work faster and better.
Kamata: OK. Let us try.
Kimani: You are insulting me, child. Here there is no room for trying, but work and very hard work to earn.
Kamata: Fine, we will work.
Kimani: You dog, tell the rest that I am not amused.
Kamata: *(Shaking his head)* But I am not a dog, sir.
Kimani: Then swine, donkey, bastard, name it ... This is not school, so don't complain and work or I will whip you.
(Kamata runs away and the other children shake their heads in silence)

SCENE THREE

(At Mr Ndungu's home)

(Knock at the door)

Nyambura: Come in. *(She opens the door)*

Nyokabi: How are you, Mrs ...?

Nyambura: *(Cutting her short)* Mrs Ndungu. How can I help you?

Nyokabi: Well, may I come in?

Nyambura: Oh! I'm sorry. Forgive me. I didn't mean to be rude.

Nyokabi: Thank you, it's OK. I do understand, one can be a bit busy and forget so many things.

Nyambura: *(Sitting)* Well, I do not know you but how can I help you?

Nyokabi: I am Nyokabi. I live in Nairobi and I am looking for a house girl. I do not know if you can be of any help.

Nyambura: *(Nodding her head)* Oh, I see. I am not sure, though I do have a girl but still in school. But at the moment she is at home.

Ndungu: *(Coming in)* Alas? We have a visitor. How are you, Madam?

Nyokabi: Fine, Mr ...?

Ndungu: I am Mr Ndungu and this is my wife. *(Pointing to Nyambura)*

Nyambura: Ndungu, this is Nyokabi from Nairobi. She is looking for a house girl.

Ndungu: Good! She came to the right place and at the right moment.

Nyambura: You mean you want to give her one of our daughters?

Ndungu: Of course! Nyakaria will do fine. She is now a big girl.

Nyambura: But what of school?

Ndungu: Yes, when we have enough money, then she can go back to school.

Nyokabi: I promise to pay her well and on time.

Ndungu: That is very kind. But remember, all payments should be made to me.

Nyokabi: Do not worry, she won't touch even a single shilling because I will provide her with everything she needs and send her wages directly home.

Nyambura: Nyokabi, you will have to wait because she went to work at the coffee farm.

Nyokabi: No problem, I can wait.
(Suddenly the children enter looking tired and hungry. They greet their parents and the visitor)

Ndungu: Nyakaria!

Nyakaria: Yes father.

Ndungu: You can sit. Otherwise, the others can go and have a rest.
(The children leave)

Nyakaria: What is it, father?

Ndungu: First, where is the money you worked for today?

Nyakaria: Kamata has all the money we worked for today.

Ndungu: Good! Now prepare yourself to leave with this visitor in order to go and work for her.

Nyakaria: But father, I do not ...

Ndungu: Shut up! What I say is final. Do as I say, is that clear?

Nyakaria: Yes, father.

Ndungu: Good! Go and wash then change. You will have fun working in the city. It's not like the shambas.
(Nyakaria leaves quietly, but unhappily. Her mother follows her. Then Ndungu excuses himself and leaves. Then Nyakaria, mother and the other children reappear to send Nyakaria on her way with Nyokabi)



SCENE FOUR

(Nyokabi's Home)

Nyokabi: Nyakaria, Nyakaria!
Nyakaria: Yes, Madam.
Nyokabi: You fool, come here!
Nyakaria: What have I done?
Nyokabi: Don't ask me what you have done as if you have done something.
Nyakaria: But why are you angry?
Nyokabi: I don't pay your parents for you to sleep and eat.
Nyakaria: But I do work for you.
Nyokabi: Look at the floor, look at this furniture, look at the house! *(Pause)* Filthy, yet you are here to work!
Nyakaria: But I have to do one thing at a time!
Nyokabi: You fool, shut up! *(Angry)* I will beat you!
Nyakaria: Give me time. I will finish all this.
Nyokabi: Time! Time! Are you mad? You are just a whore, like your mother!
Nyakaria: Why do you abuse me, Madam?
Nyokabi: Because I am the boss. I can do what I like to you.
Nyakaria: That is unfair, Madam.
Nyokabi: *(Slapping her)* Never argue with me again, or else I will kill you!
Nyakaria: *(Sobbing)* I have to leave! *(Pause)* I work so hard yet you seem not to see! *(Pause)* You beat me and insult me!
Nyokabi: Go! Go! Go! The way you are. Do not touch anything, you lazy dog! Leave this house before I get mad!
(Nyakaria leaves the house crying)

SCENE FIVE

(At Mr Ndungu's home, the children are sitting in the room, Kamata with a bandage on his leg, Kiune with one on his hand and Wangui holding her head)

- Wangui: Ouch! My head is splitting.
- Kamata: Do not worry, it is because of those debes of coffee you carried on your head.
- Kiune: What of my arm? It hurts like hell. Kimani, the Nyapara, almost killed me because I poured the coffee down, yet it was not intentional.
- Kamata: That is life, brother. Look at my leg. I thought I would not survive that accident we were involved in. Our lorry driver was drunk and the way he was driving!
- Wangui: Do not mention it, brother. I'm scared at the way we children are being treated.
- (Suddenly Nyakaria enters sobbing. The children, together, in surprise)*
Nyakaria!
- Kiune: What has happened, sister?
- Nyakaria: I have been beaten and chased away by my employer.
- Kamata: *(Bitter)* That's employers at work! No child is safe. Harassment is the order of the day. And here we remain tied because of poverty.
- Wangui: *(Comforting her sister)* Stop crying sister. This will come to an end!
- Kamata: That is right! Enough is enough. We want no more working, no more insults and we want to go back to school.
- Wangui: *(To Nyakaria)* Look at my head, it is swollen. *(Pause)* Why? Because of carrying coffee debes from morning till evening, non-stop!



- Kiune: Look at my arm. It was not an accident. I was beaten for a mistake that was not even mine.
- Kamata: God rescued me, but with a broken leg, just because of work, yes! Child labour!
- Nyakaria: *(Sadly)* We have no honour. We are cheap labourers who are there to be used!
- Kiune: Enough. This must stop and with or without money, I am going back to school.
- Wangui: Let's wait for our parents and tell them that we have had enough.
- Nyakaria: I won't be a housemaid again. I can't take the insults, beatings and the work.

SCENE SIX

(Mr Ndungu at home with Nyambura)

- Nyambura: Now what do we do, my dear husband?
- Ndungu: What do you want us to do?
- Nyambura: That is what I am asking you.
(There is a knock at the door)
- Ndungu: Someone is knocking. Go and check.
- Nyambura: *(Goes to the door and opens it)* Oh! Come in my friend, Wairimu.
- Wairimu: *(Enters)* Thank you, Nyambura.
(Pause) Oh, how are you, Mr Ndungu?
- Ndungu: *(Sadly)* Fine, Wairimu.
- Wairimu: Are you sick, Mr Ndungu?
- Nyambura: No, he is not. It is only this problem.
- Wairimu: Which problem?
- Nyambura: Our children have been sent home for lack of school fees. We have tried to make them work, but it didn't work.
- Wairimu: Oh, now I see. *(Nodding her head)*
(Knock on the door)
- Nyambura: Come in.
- Kiraka: *(Walks in)* How are you people?
(Together) Fine, Mr Kiraka.
- Kiraka: Ndungu, you look sad. What's...?
(Another knock on the door)
- Ndungu: *(Loudly)* Come in!
- Chief: *(Walking in)* Good afternoon, everyone!
(All standing in respect) Good afternoon, Bwana Chief.
- Ndungu: Welcome, Chief. It is an honour to see you.
- Chief: My friend, it is long since I saw you.
- Nyambura: *(Offering him a seat)* Take a seat, Chief. Welcome.

Chief: Thank you, Madam. *(Sitting down)*
Ndungu, why are you so lost? You do not even attend our barazas.

Ndungu: *(Apologetically)* Sorry Chief, but ... but... *(Knock at the door)*

Nyambura: Come in.

Paul: *(Coming in, and then surprised)* Oh! How are you, everyone?
(Together) Fine, teacher!

Ndungu: Welcome. *(Offering his seat)* Take a seat, teacher.

Paul: Thank you, but I won't stay long.

Chief: Ndungu, tell us about the problem you are hiding.

Ndungu: You know, Chief, I do not have a job and my children were sent away for lack of school fees and life is damn difficult.

Nyambura: Even what to eat here is a problem for us.

Paul: But I heard that your children are working at the coffee farm and one as a house girl in an urban area.

Ndungu: They were but ... but ...

Nyambura: *(Nyambura cuts him off)* Not any more. They are hurt both physically and morally.

Wairimu: How?

Ndungu: My children have been insulted, beaten, even hurt so they don't want to work any more. They want to go back to school.

Paul: I am sorry, Mr Ndungu. It is not only you who has this problem. There are a lot of school dropouts.

Chief: I have heard enough of child labour! They are being mistreated by adult employers and this must stop.

Kiraka: But how are we going to stop it?

Wairimu: I think it is not easy, but people should try.

- Paul: Something must be done and very soon for these children are being wasted and are suffering.
- Chief: I will call an urgent meeting on this issue.
- Nyambura: That will be kind of you. But how will they continue their education?
- Kiraka: That is a challenge!
- Chief: We should begin thinking about how to keep our children in schools.
- Ndungu: Yes, and that way we parents can concentrate on how to feed the children after school.
- Paul: That is a good idea. (*Nodding his head*)
- Chief: I think the children have had enough. I have heard a lot of cases of child abuse as a result of child labour.
- Wairimu: Employers should be stopped from employing children.
- Chief: (*Standing up*) Let me leave. I will see you at the meeting. (*Leaving*)
- Paul: (*Also standing*) Thanks a lot, but please, Mr Ndungu, let the children come to school while we wait to solve this problem.
- Kiraka: Can my children come to school, teacher?
- Paul: Of course, let them come. Goodbye. (*He leaves the stage and the rest follow*)



Stop Child Labour