



FACTS ON *How IPEC works with teachers*

Teachers and their organizations are especially well placed to help prevent child labour, particularly in the areas of awareness raising, the monitoring of former child labourers and at-risk children and school-based social support, including feeding or health programmes. Over the past few years, there has been a significant increase in the number of IPEC-supported action programmes implemented by these groups.

IPEC is currently collaborating with the ILO Bureau for Workers' Activities (ACTRAV), Education International and the World Confederation of Teachers on an interregional project called "Action against child labour through education and training". This project has permitted IPEC to acquire important experience with teacher mobilization and the replication of good educational practices.

Teachers' organizations in Bangladesh, Brazil, Egypt, Kenya, Nepal, the Philippines, Peru and Tanzania are implementing several of the components of this project and are all heading or participating in education task forces to promote education as a means of combating child labour. A child labour information resource kit for teachers on child labour and children's rights prepared by IPEC in the local languages supports the programme activities.

Some examples of programmes implemented by teachers' organizations

Kenya:

As part of the IPEC education project for Kenya, the Kenya National Union of Teachers (KNUT) is implementing a comprehensive programme that includes: teacher training; awareness raising of students, parents and community members; formation of community based child labour monitoring committees; quality improvement of education to increase enrolment and reduce drop-out rates; direct support for children and families; income-generation activities; political campaigning, particularly on funding for primary education; media work and curriculum reform. KNUT is also heading the Task Force on Education and Child Labour, made up of a broad range of stakeholders in education. In addition to prevention, the programme also focuses on removal and rehabilitation of working children from three hazardous sectors: lake fishing, sisal plantations and cultivation of miraa (khat).

Education Task Forces to combat child labour – the experience of Peru

With the support of IPEC and its implementing partners, representatives of key stakeholders, including government, teachers' trade unions, NGOs, street education programmes and UN agencies have come together promote education to as a means of combating child labour.

The Education Task Force's initial successes include:

- development and adoption of a curriculum sensitive to the needs of working children;
- training of teachers in using the IPEC Teacher's Kit;
- incorporation of techniques that attract and retain children at risk for child labour in school;
- mainstreaming of children into formal education and the provision of skills training;
- large-scale campaigns in support of the right of indigenous peoples to education;
- mobilization of key political actors to ratify Conventions Nos. 138 and 182 and harmonize national legislation.

In spite of a limited resource base, a successful nationwide campaign was launched in 2002 to raise awareness about the dangers of child labour and the importance of education. Workshops were organized for journalists and media workers, as well as public relations advisors to politicians. The campaign also included the launch of a CD featuring 30 popular Peruvian singers. Following the success of this campaign, the Education Task Force is focusing its efforts on working with the radio networks to broadcast the CD more widely and to develop radio programmes that reach non-literate communities where child labour is prevalent.



Much progress has been made through the project in increasing the capacity of teachers and their organizations to sensitize schools and communities to the problem of child labour, make education systems more responsive to children at risk, enhance the accessibility and quality of primary education, and incorporate child labour issues both in the school curricula and teacher training at the primary level. 1,500 children have benefited directly from the project (1,000 of them girls) through the provision of uniforms and textbooks. It is estimated that some 6,000 children at risk of dropping out of school have been prevented from entering or re-entering into hazardous work. The broad alliance of actors brought together through school committees to raise awareness on child labour issues has been particularly effective.

Philippines:

As part of IPEC's education project for the Philippines, two action programmes have been carried out by teachers' organizations: the National Alliance of Teachers and Office Workers (NATOW); and the Alliance of Concerned Teachers (ACT). A third component on formulating an education agenda for working children, teacher training, and curriculum development has been implemented by the Department of Education, Culture and Sports (DECS) of the Philippine government.

These action programmes succeeded in bringing the major education stakeholders together as well as building the capacity of the teachers' organizations to carry out actions for combating child labour. They also contributed to the emergence of these organisations as a major force against child labour. The direct impacts can be seen in the communities included in the programmes. These include: a wide community acceptance of teachers as advocates of abolition of child labour; children expressing willingness to work with teachers on the issues; more flexible and open local DECS offices and local government; and active participation by the DECS in local child labour network activities, in particular the child labour committees chaired by the regional Department of Labour and Employment.

The main themes of the interregional project include:

- **enlisting the support of teachers, educators and their organizations in raising awareness at local and national levels of the risks of child labour and the importance of education;**

These campaigns emphasize the need for increased resources to provide universal, free and relevant basic education with special attention to those at high risk of child labour. In addition, they underline the importance of the good status and working conditions of teachers in achieving universal access to quality education. In this context, the ILO's Sectoral Activities Programme on Education is working to support the application of the ILO/UNESCO Recommendation concerning the Status of Teachers.

- **replicating good practices in formal schooling and non-formal or transitional education that prevent child labour and attract and retain current and former working children;**

This includes, for example, incorporating awareness-raising activities on child labour into basic education, strengthening the quality of formal education systems to reach out to working children and children at risk; improving the quality and structure of non-formal education and its links to formal education and developing curricula which include a child rights component.

- **establishing Education Task Forces.**

These are intended to strengthen national policy on education; advocate for increased resources for basic education; help harmonize legislation on child labour and education; and build alliances and political commitment to implement national policies that ensure universal quality education with special attention to children at risk.

In June 2002, IPEC also launched a global education and social mobilization initiative "**SCREAM Stop Child Labour**" (Supporting Children's Rights through Education, the Arts and the Media) to help teachers promote understanding and awareness of child labour. This initiative recognizes that young people have an important role to play in raising awareness on issues of social justice and exerting their influence in their communities to bring about social change. The SCREAM initiative also tries to involve as many actors in the community as possible and integrate key stakeholders in all aspects of its educational activities, particularly government and local authorities, employers' organizations, trade unions, academic institutions, NGOs, educators, children, parents and families

Relevant ILO Conventions

Convention No. 138 (1973) on the minimum age for admission to employment and associated Recommendation No. 146

Convention No. 182 (1999) on the worst forms of child labour and associated Recommendation No. 190