

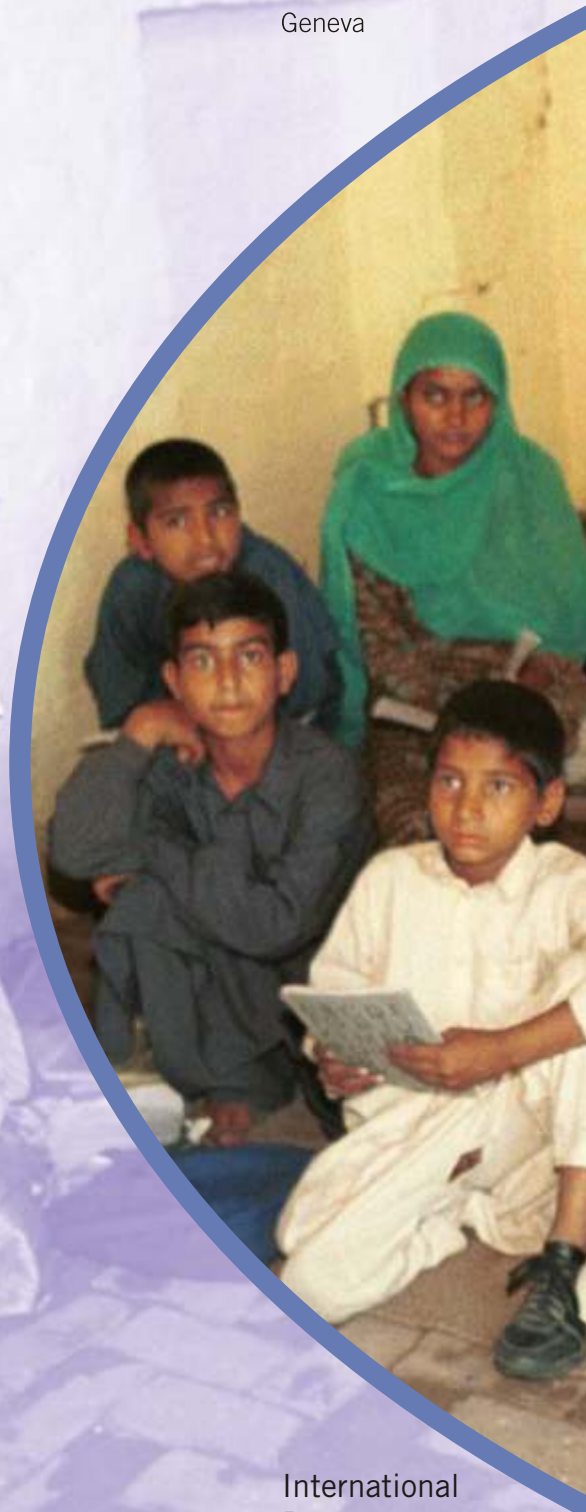


International  
Labour  
Office  
Geneva

# Child labour

## BOOK 2

### THE ROLE OF TEACHERS AND THEIR ORGANIZATIONS



International  
Programme  
on the  
Elimination of  
Child Labour  
(IPEC)

# The role of teachers and their organizations





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# The role of teachers in combating child labour





Teachers hold one of the most important roles in the prevention of child labour. They have direct contact with children which allows them to positively influence the children's education and guide them into their future. Teachers can contribute to the prevention of child labour by taking action in schools and by reaching out to the community.

### *In schools*

- Teachers can make learning an interesting experience for children. By being innovative in their method of teaching, by captivating the children's attention and sparking their curiosity, children will be stimulated and motivated to pursue their education.
- By being sensitive to the problems a child may face, by addressing the learning difficulties he or she encounters, the teacher can ensure that the child's specific needs are met.
- Teachers can also inform children about the dangers of child labour, about their rights and the means for defending them.
- Teachers can help children develop their potential skills so that they can seek appropriate work in the future.





## *In the community*

As members of the community, teachers are also able to reach out to the parents and community leaders in order to raise awareness on the dangers of child labour and involve them in seeking solutions to the problem. By advocating the importance of

education and involving them in school efforts to improve it, teachers can mobilize community support to ensure that child labourers go back to school and that all children receive an education.



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# The promotion of good teaching practices

The UN and its specialized agencies, the ILO and UNESCO, acknowledge the challenges facing the teaching profession worldwide which have not necessarily improved over time. One of the key issues facing education systems today is that of an increasing shortage and the challenge of retaining teachers in the profession. Linked with poor training, limited availabilities of facilities and equipment and poor working conditions, this situation has had a significant impact on teachers, their organizations and the overall quality of education.

The ILO/UNESCO **Recommendation concerning the Status of Teachers** was adopted on 5 October 1966 at a conference held in Paris, France, at the UNESCO headquarters and organized in close cooperation with the ILO. The Recommendation was the result of several years of preparatory work by the two organizations, studying virtually all aspects of the teaching profession.

Although it has remained intact without amendments since the mid-1960s, the Recommendation is still considered a valid instrument to promote good teaching practices. The full text of the Recommendation can be found at:

[www.ilo.org/public/english/dialogue/sector/techmeet/ceart/index.htm](http://www.ilo.org/public/english/dialogue/sector/techmeet/ceart/index.htm).

The 1966 conference also expressed the hope that close co-operation between the ILO and UNESCO would take place to implement the Recommendation and this led to the establishment of the Joint ILO-UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers (CEART). CEART is composed of 12 appointed members. The ILO and UNESCO appoint 6 members each for renewable mandates of six years.

The task of the CEART is to examine reports on the application of the Recommendation submitted by governments, by national organizations representing teachers and their employers, by the ILO and UNESCO and by relevant intergovernmental or non-governmental organizations. It then communicates its findings to the ILO and UNESCO, so that they may take appropriate action.

CEART originally based its work on a questionnaire sent to member States. However, its working methods were revised in 1991 and surveys on specific themes, in-depth ILO and UNESCO studies, regional meeting reports and consultations with employers and teachers' organizations have broadened the scope of CEART's information resources.





Another aspect of CEART's work is examination of allegations from teachers' organizations on the non-observance of the Recommendation's provisions in member States. After consideration of the content of the allegation, CEART issues its findings and recommendations for the resolution of the problems or conflict. Reports and documents of the CEART can be found at: [www.ilo.org/public/english/dialogue/sector/techmeet/ceart/docs.htm](http://www.ilo.org/public/english/dialogue/sector/techmeet/ceart/docs.htm).

In 1997, the UNESCO **Recommendation concerning the Status of Higher-Education Teaching Personnel** was adopted by its General Conference, also following years of preparatory work by UNESCO and the ILO. This standard is a set of recommended practices covering all

higher education teaching personnel and is designed to complement the 1966 Recommendation. The full text can be found at:

[www.unesco.org](http://www.unesco.org)

For further information on the Recommendations, CEART and its work, please contact:

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### World Teachers' Day

In a coordinated global effort to highlight the challenges and difficulties facing the teaching profession worldwide and to turn the attention of society, governments and international organizations towards teachers and educators, the anniversary of the ILO/UNESCO Recommendation – 5 October each year – has become World Teachers' Day. It is celebrated by teachers and their organizations each year led by specific advocacy campaigns by Education International, the global teachers' organization. To find out more, visit [www.ei-ie.org](http://www.ei-ie.org).



### The rights of indigenous and tribal children

Eliminating child labour, including preventive efforts, means reaching vulnerable children among the marginalized and excluded groups of society. These include indigenous and tribal populations in different countries. IPEC has been working closely with the ILO's INDISCO programme ([www.ilo.org/public/english/employment/ent/coop/indisco.htm](http://www.ilo.org/public/english/employment/ent/coop/indisco.htm)) to reinforce innovative approaches to help these communities, including through teacher training, curriculum development (in indigenous and tribal languages), skills development and policy development. The focus is on increasing access and quality of education for indigenous children – a focus supported by Education International and its affiliated teachers' organizations in their policy work.

This work is carried out in the context of the child labour Conventions and more particularly ILO Convention No. 169 (1989) on Indigenous and Tribal Peoples. More emphasis and resources need to be directed to these marginalized population groups in future to ensure that indigenous and tribal children benefit from improved educational opportunities and become less vulnerable to situations of child labour. These efforts will benefit significantly from strong support from teachers, educators and their organizations.



# SCREAM Stop Child Labour

IPEC has launched a community-based education and social mobilization initiative, “SCREAM Stop Child Labour”, to help teachers worldwide promote understanding and awareness of child labour and the broader context of children's rights and responsibilities among children and young people. SCREAM stands for **Supporting Children's Rights through Education, the Arts and the Media** and aims to highlight the suffering of child labourers and provide a catalyst for action and change. The multifaceted programme, which includes a full education pack consisting of teaching modules and a photo-CD, will assist teachers in contributing more effectively to the prevention of child labour.

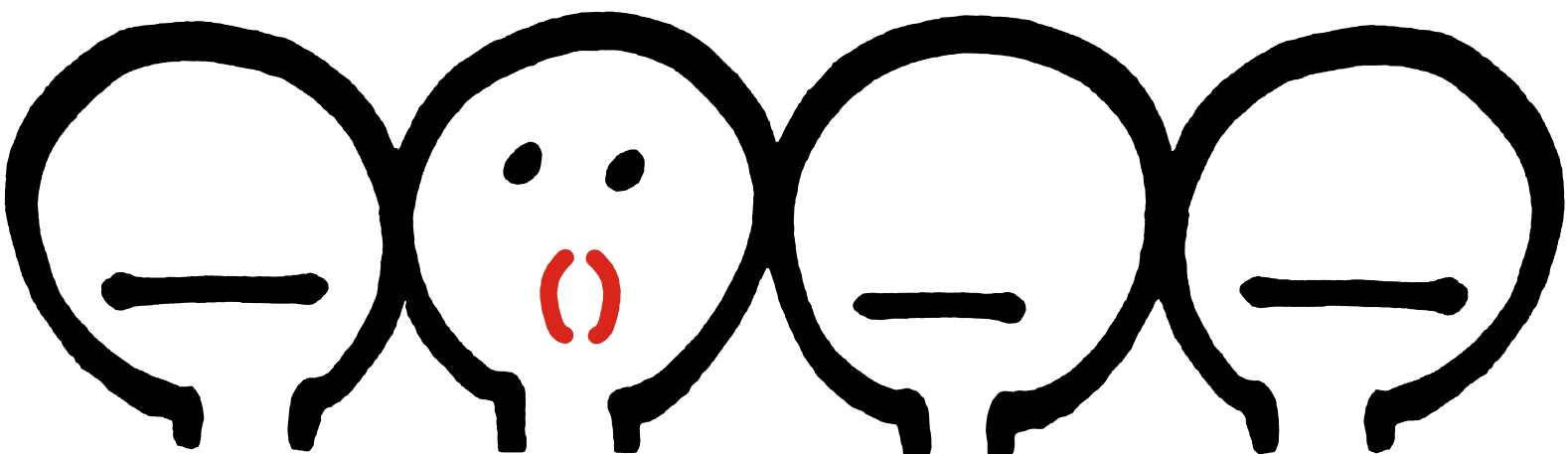
The SCREAM programme works through creative, interactive and innovative teaching methods and places heavy emphasis on the use of the visual, literary and performing arts

as a means to deepen children's understanding of the issue of child labour and to provide them with powerful tools of self-expression.

The programme is flexible and adaptable and is designed, through the awareness-raising efforts of teachers and children, to involve all sectors of the community. It will also support networking efforts among teachers and within the community.

Teachers and their representative organizations are a key target group of the SCREAM programme owing to their crucial position in education, the community and the wider socio-economic environment in general. Further information on this programme can be obtained from IPEC directly (see contact details in the front of this manual), from representative teachers' organizations affiliated to Education International or from the IPEC SCREAM web site: [www.ilo.org/scream](http://www.ilo.org/scream).

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# How teachers can help monitor child labour

Much of the action against child labour includes education and training. Teachers and educators are best placed to know if child labour exists in the communities where they work and live. They can also influence the commitment of children and their parents to education and in raising awareness of social issues. They can often act as catalysts for changes in attitude towards child labour through community-based processes. The involvement of teachers in family support, school-based nutrition and after-school programmes are important examples of how they play an important role in the community beyond the classroom.

As part of their regular work, teachers use formal and informal mechanisms to keep an eye on children's absenteeism from school and identifying children at risk of dropping out of school and responding to this risk. It is through this process, which is an integral part of a broader **Child Labour Monitoring (CLM)** strategy, that teachers can support efforts to eliminate child labour. CLM is a strategy and active tool to identify child labourers and the risks to which they are exposed. While it involves a more detailed programme of identification, prevention, withdrawal and tracking, teachers and educators can play their part by being involved in the monitoring and identification process through the very nature of their day-to-work in schools and by strengthening the capacity of communities to combat child labour.



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Setting up **Child Labour Monitoring Systems (CLMS)** involves a broad-based alliance of partners (trade unions, teachers' and employers' organizations, NGOs, community-based groups, and so on) where each partner is assigned a particular monitoring or service-provider role. A comprehensive system aims to link community-level action to national institutional mechanisms promoting the implementation of education and employment policies. As part of this process, school inspection systems can monitor school entry, attendance and completion of former-child labourers who have been referred. It is important to link education initiatives and the existing school inspection and monitoring system together under a common CLM framework. This is to ensure that former child labourers who have been provided with education

services are not "lost" after being removed from work and face a risk of moving into other forms of child labour or unacceptable situations.

In this context, it is important that teachers are provided with adequate support systems such as training and resource materials to be able to better understand and support this work. The intention of this manual is to raise awareness of the issue among teachers and suggest what could be done in simple daily school and class monitoring activities. However, teachers' organizations have an important role to play in this work to ensure that child labour is adequately reflected in teacher training curricula and that the capacities and constraints of teachers are reflected in existing education policies and programmes.

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# Setting up a support network

Teachers who may be motivated to tackle social issues such as child labour often feel isolated in their attempts to bring about change and unable to act alone. These problems can be overcome by setting up a support network with other teachers in the school, with teachers in neighbouring schools, with the local branch of the teachers' organization, and/or with members of the community and other groups.

## *Networking among teachers*

- Introduce the subject of child labour and sensitize colleagues during teachers' meetings (organize a meeting with teachers in neighbouring schools if one works in a single-teacher school):
  - Share and disseminate information on the local child labour problem.
  - Share and disseminate resource material on child labour.
  - Get the local school authority (the principal, for example) interested and involved in the subject.
  - Plan how you will address the issue of child labour in the classroom.
- Enlist the support of teachers' organizations in awareness-raising campaigns. Teachers' organizations

can also help in lobbying for better educational opportunities for children and pressing for social justice issues such as child labour to be included into the curriculum.

## *Networking in the community*

- Involve parents, local government officials, local social welfare workers as well as NGOs, workers' and employers' organizations, etc., in action against child labour:
  - By raising community awareness on child labour issues (introduce the subject at parent/teacher or other meetings, or use the local media, for example).
  - By enlisting community support and participation in activities to improve school facilities and to combat child labour (obtain a commitment from the different sectors of the community, to make the local area "child labour-free", for example).
  - By coordinating school activities on child labour with community events such as annual festivals and fairs, and making information on child labour available to the community (put information posters and information up at public gathering places, for example).

# Other actors in society







Many sectors of society can play a part in preventing child labour and meeting the needs of working children. By working together, campaigns and action against child labour are far more likely to succeed.

## ***Governments***

The governments should make tackling the problem of child labour a matter of priority. They should implement policies and programmes in the fields of poverty alleviation, employment, social services and education in order to prevent child labour.

## ***Teachers' organizations***

Teachers' organizations can arrange training programmes to raise awareness about child labour among teachers, parents, children and the community, and advocate the importance of providing quality education for all. They can monitor the extent of school enrolment, attendance, drop-out rate, etc. in order to identify the problems existing in the education system. With the help of other organizations, they can press for an increase in educational expenditure, for smaller class sizes, for better teaching facilities, for the inclusion of social justice issues such as child labour into the curriculum, for better working conditions and status for teachers, etc. They can also be instrumental in pressing for education and child labour laws to be enforced.

## ***Non-governmental organizations***

NGOs can implement programmes in order to provide direct support for children, raise awareness and mobilize society to take action against child labour. They can also investigate the extent of child labour practices and, with the help of other organizations, advocate the necessity for social reform in order to bring child labour abuses to an end.

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## *Parents and the community*

The support of the parents and the community is essential in the fight against child labour. By being sensitized to the dangers children face, by getting involved in and organizing local action, parents and the community can do much to bring to an end local child labour practices and ensure that their children receive a basic education that meets their needs.

## *Employers' organizations*

These can help raise awareness among employers and inform them of existing child labour laws. They should also encourage employers to adopt safe and sound employment practices, to be socially responsible by not employing underage children, to abide by existing labour laws and to press for child labour laws and educational reforms.

## *Workers' organizations*

Workers' organizations can play an active role in monitoring the extent of child labour practices in different workplaces and raise the awareness of both child and adult workers as to the dangers of child labour. They can also play a key part in mobilizing society to take action against child labour and change existing labour laws and practices.

## *The media*

The media can play a crucial role in raising awareness. Both at the national and local level, newspapers, television and radio can inform people about the issue of child labour and about programmes and campaigns that are being implemented in order to combat it. The media can also promote the need to improve education systems, increase education budgets and call for better training and resources to be provided to teachers and schools.

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# Different examples of action in various countries









# Preventing child labour through pre-school education (Tanzania)

## *Background*

It has been observed that many children who start their education at a late age tend to drop out or fail their schooling. Children who enter pre-primary school education do not drop out as often and many even carry on their education well into secondary school. Early childhood learning encourages and stimulates creativity, curiosity and interest in children at an early age. Those who do not enter pre-primary school education on the other hand, run a higher risk of getting trapped into the world of work prematurely.

Tanzania faces the problem of a high school drop-out rate. Children are being trapped in child labour (notably in the agricultural and pastoral sector) before even having begun their schooling. A programme, initiated at the ministerial level, was conceived to prevent dropping out by absorbing children from poor families into pre-primary schooling before they could get caught up in child labour. Five different regions with the highest truancy and drop-out rates in the country were selected to be the target areas for action.

## *Aims*

The programme aims to lower the school drop-out and truancy rates by:

- Sensitizing people to the benefits of education for children and the importance of pre-school education.



- Raising awareness among those involved in education, such as ward coordinators, primary school committees and others in these regions, as to the dangers of child labour on children's psychological and social development. The main objective is to find ways to prevent school drop-out rates and child labour.
- Educating those involved in education about the laws and regulations relating to child labour.

## Activities

- The Ministry of Education conducted training sessions for pre-primary school teachers, ward coordinators and school committee members, through a series of seminars and workshops. The main substance of

the training included the following topics:

- the child labour problem in their region;
  - truancy and drop-out trends among school-age children;
  - laws relating to the employment of children;
  - the health hazards relating to child labour;
  - the need to attract children into pre-school education;
  - the different options available to school leavers, such as technical training schools and institutions.
- A training manual based on the training programme was developed for primary schools on the need to encourage children to stay on in school in order to prevent child labour.
  - All those who took part in the training got involved in active campaigns against child labour.

## Results

The project showed the importance of integrating a pre-primary school programme into primary schools. This has now become an accepted policy in Tanzania. The Ministry of Education has recently launched a manual which includes materials on child labour, labour laws and children's rights.

# Getting children back to school by organizing education camps (India)

## *Background*

The MV Foundation (MVF) started its activities in 1981 as a research and publishing institution. It then broadened its scope to address child labour by creating a project named “Elimination of child labour through the universalisation of elementary education”. The foundation works from the premise that every child who does not attend school is a child labourer and that the only effective method of stopping children from entering the workforce is by enrolling them into school.

## *Aim*

To raise community awareness about the local child labour problem and the benefits of education.

## *Methods*

The Foundation decided that the most effective method of tackling the problem of child labour was to reach out into the community and establish a direct contact with the children and parents in order to involve them in the campaign. They did this in the following ways:

- **Education camps**

The education camps consist of three phases:

1. The first phase involves establishing a relationship with the village people. Youth volunteers are responsible for initiating a dialogue with parents and others in the community in order to sensitize them as to the importance of education for children.
2. In the second phase, one day excursions to places of educational significance are organized, followed by a three day camping trip away from home. A longer, three month camping trip is organized during the school summer holidays, filled with activities and games as well as basic lessons in reading, writing and arithmetic. All the activities are geared towards showing children that education can be stimulating.
3. The third phase consists of aiding the children in the transition from the camp to full-time education.

- **The role of the parents**

Meetings with parents were organized, in order to discuss the camping

activities. The parents offer suggestions for improving the programme and therefore become actively involved in the whole project.

- **The role of the village education committees**

Village education committees were set up with members from the community, such as principals and local government members. Every so often, 15 to 20 of the region's village education committees meet in order to ensure the smooth running of the educational programme in schools (if school meals are being provided, if teachers are attending school regularly, etc.).

## *Results*

The MVF educational project is still going strong and expanding and the camp activities, which are gaining popularity among the children and their parents, are increasing in number. Children leave full-time work and go back to school.



# Conducting child labour campaigns in schools and communities (Thailand)

## Background

The project, entitled “Awareness-raising on child labour for teachers and school children” is set in Sisaket, in the North-Eastern province of Thailand. Sisaket is known to be one of the poorest provinces, with a high incidence of child labour migration to the cities. The project was conceived to prevent child labour by awareness-raising on child labour and organizing campaigns to prevent it, both in schools and the community.

## Aims

The project aims to prevent underage children from entering the labour market by making teachers and administrators of different primary schools aware of the child labour problem and involving them in the process of preventing it by:

- educating, sensitizing, and providing guidance to the children themselves on this issue; and
- involving parents and the community in the campaign, thereby sensitizing them to the child labour issue and the importance of education.

## Methods

The method adopted by the project included training the teachers on child labour so that they could then educate and sensitize the children and the community.

### *Training the teachers*

Short training sessions were conducted for teachers in 22 schools. The purpose of these training sessions was to familiarize teachers with the child labour problem in the country. During their training, the teachers were informed about:

- child labour laws;
- the different types of work in which it is prohibited to employ children;
- problems faced by child workers in different types of work, such as long working hours, low wages, dangerous work, etc.;
- the rights of children to be protected from exploitation.



## ***Teaching the children***

After the training, teachers educated the children about child labour by:

- incorporating the issue of child labour into relevant subjects within the curriculum;
- setting up a child labour corner in the classroom or library where different materials on child labour (books, comics, posters, etc.) are made available to children;
- organizing classroom activities around the child labour issue, such as essay writing, drawing, role-playing, videos, competitions, exhibitions and quizzes, etc.;
- informing children about the potential dangers of different types of work, the precautions to take and ways of seeking help (for example, by approaching the police, NGOs, adults, etc.);
- identifying and presenting alternatives to child labour for the children, such as going on to further education, seeking out different career options and training opportunities.

## ***Sensitizing parents and the community***

Teachers inform parents and the community about child labour by:

- making direct contact and initiating discussions with the community;
- broadcasting information via radio programmes;

- inviting parents to the school when child labour is discussed.

## ***Follow-up***

Teachers organize follow-up activities to assist children who have dropped out or are considering doing so, in order to convince them to continue with their schooling.

## ***Setting up an information network***

Teachers also set up an information network, so that the teachers from the different schools can share information, materials and experiences from their campaigns.

## ***Holding meetings***

The administrative staff and teachers meet on a regular basis in order to evaluate the project's progress and to ensure its smooth running.

## ***Results***

The project achieved its aim in sensitizing teachers, children and parents to the issue of child labour. Nearly all the children involved in the project completed the sixth grade and went on to secondary school. These successful results were essentially due to the teachers' active involvement in campaigning against child labour.

# Mobilizing teachers, the community and the municipality (Brazil)

## Background

Following the Jomtien Conference in Thailand in 1990, the local government of Montes Altos, a small town in the state of Minas Gerais, influenced by the mobilization of the civil society on the Minas Pact for Education (Pacto de Minas pela Educação), decided to implement a programme called “Lugar de Criança é na Escola” (“The place for children is in school”). This region has long had high school drop-out and low attendance rates, primarily because many children have to abandon schooling for seasonal agricultural work during the coffee harvest. This programme was designed to prevent school children dropping out of school, particularly during the coffee harvesting season.

## Aims

- To enrol school-age children and prevent them from dropping out.
- To make sure that the conditions for teaching and learning satisfy the children’s needs.
- To ensure the motivation and training of teachers.

- To involve the local community in the running of the school, so that its needs are met.

## Methods

The programme decided to tackle the problem by mobilizing key sectors of society, namely the community, schools and the municipality, in order to prompt them into taking action against the high school drop-out rates:

### *Action at the community level*

- The project involved the local community in a series of education discussions in order to inform them about the programme and mobilize their support and commitment to it. Once the community realised the necessity for a resolution to the problem faced by the children, they offered their help in many different ways:
  - volunteers from the community helped collect data on how many children were out of school;
  - the staff of the Bank of Brazil agreed to work on Sundays in order to process this data;

- college and secondary school students visited families and talked to them about the value of education;
- the community as a whole came to a joint agreement that no child should pick coffee during that year's harvest and that all of them would stay in school;
- employers' associations, farmers and workers stressed to parents that as coffee harvesting becomes more technologically advanced, more educated workers would be hired, and that education was therefore crucial for the children's future.

### ***The teachers' activities***

Teachers were trained on child labour issues so that they could incorporate it into their teaching and thus provide the children with the knowledge and skills they require to improve their future prospects.

Follow-up training sessions were organized so that teachers could improve their classroom management skills and make sure that the curriculum is relevant to the children's needs. The teachers took on additional work, such as teaching the new remedial classes that were introduced for children with learning difficulties.

Teachers were encouraged and motivated to actively participate in the

programme by having direct contact with the children and their parents. In this way, they were better able to understand the problems these families face and were able to support their children's education.

### ***The role of the municipality***

The municipality increased their education budget spending from 25% to 40% in order to back the programme. They made sure that all the hidden costs of education, such as food, transport and school materials, were paid for so that they would not have to be borne by the parents.

As more and more children enrolled in schools, more educational facilities became necessary. The municipality therefore built new classrooms and provided sports, recreation and arts facilities to cater for this increase in schooling requirements.

## ***Results***

The enrolment rate dramatically increased between 1992 and 1994. The drop-out and truancy rates in 1994 became a third of what they had been in 1992. The local population has become aware of the importance of education. They are very proud of the fact that all the children between the ages of 7 and 14 are now in school.

## Tracing the link between child labour and school drop-outs (Brazil)

### *Background*

The Confederação Nacional dos Trabalhadores em Educação (CNTE) is an affiliate of the global teachers' organization Education International. Out of the two million teachers in Brazil, 700,000 are members of the CNTE.

Five million children between the ages of 5 and 14 are in the labour force in Brazil. Four million children do not attend school despite the fact that education is compulsory. The majority of these children have attended school at some stage but have later dropped out, and the drop-out rate is increasing at an alarming rate.

### *Aims*

- To examine whether there is a link between children dropping out of school and children starting work at an early age.
- To design a strategy to decrease the drop-out rate by reducing the number of children who start work too early.
- To educate a core group of educators and union staff to mobilize those involved in the campaign.





## *Methods*

The CNTE decided to follow the progress of pupils who combined school attendance with work. They carried out a survey among working children in six different cities during 1994-1996 and 1,490 public school children were interviewed.

The information gathered during this survey then formed the basis for creating awareness-raising materials, targeting teachers, working children's families and their communities.

Members of the CNTE were then mobilized through a series of training programmes. To influence national policy on children's rights, in particular the right to education, CNTE promoted a "mobilization day" where they used mass media to influence authorities and sensitize society at large.

## *Results*

More and more teachers are becoming actively involved in sensitizing parents and the local community as to the dangers of child labour and encouraging them to allow their children to stay in school and concentrate on their education. The survey showed that many forms of child labour are damaging to the development of children, because they prevent children from staying at and succeeding in school.

# Tackling the problem of child prostitution by mobilizing schools (Thailand)

## Background

The Sema Life Development project is a project run by the Ministry of Education, with the specific aim of fighting the problem of girls being recruited for prostitution and other hazardous forms of child labour. Girls from poor rural families, ethnic minorities and neighbouring countries who seek Thai citizenship have been lured into prostitution in the hope of improving their existing situation. Poverty, the lack of educational opportunities, broken families and the desire to seek a better standard of living, have all been factors in pushing young girls into prostitution. The project aimed to tackle the problem of children in prostitution through basic education and awareness raising.

## Aims

To bring an end to the child prostitution by:

- identifying children who run a high risk of entering prostitution and removing them from this danger as a matter of priority;
- mobilizing schools to take up different functions and responsibilities in the struggle to prevent child prostitution;
- offering educational and other alternatives for girls at risk of entering prostitution;
- educating and raising the awareness of parents, the community and the children as to the dangers of prostitution and involving them in the fight against it.

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## Methods

- Schools are mobilized to undertake different activities, including:
  - Primary schools take on the role of campaign centres for the prevention of prostitution. Their function is to identify girls at high risk and organize awareness-raising activities.
  - Secondary schools provide children at high-risk with the opportunity to further their education.
  - Vocational colleges and non-formal education centres help those who are unable to join the mainstream education system by enrolling them in vocational training and non-formal education.
- Scholarships are awarded to high-risk groups so that they can go to school.
- Teachers provide vocational training opportunities in the local community and other trades available in the region.
- Teachers disseminate information on prostitution and conduct training sessions for girls on the dangers involved in prostitution, such as the risk of contracting AIDS and other sexually transmitted diseases, the lack of career prospects, etc. They also participate in educating and awareness-raising among parents and the community.

- The community as a whole cooperates with the police in blocking child prostitution agents.
- Teachers play a major role in setting up a network of communication, coordination and cooperation among the different actors involved in the project, such as community leaders, social workers, government officials, the police, educators and NGOs, to ensure the success of the campaign.

## Results

The project has been able to provide the children with alternatives which they previously did not have. The cooperation between the different actors involved in the project has ensured the smooth running of the programme. But the main reason of success was the teachers' input and commitment to the project.

# Providing young girls with a basic education (Nepal)

## Background

In Nepal, as in many other countries, girls are often considered to be an economic burden on their families. They are married off at a very early age and in many cases given away to the bridegroom's family so that they may be used as working hands. Under these social conditions, educational opportunities for girls are virtually non-existent.

In 1982, the Cheli Beti programme was launched in western Nepal in order to educate young girls and prevent them from being forced into the labour market at an early age. The project was set up to enroll girls between the ages of 6 and 14 in school and provide them with a basic education. It was a transitional project with the ultimate aim of integrating the young girls into formal education. Villages were identified, where 15 to 25 young girls could be motivated to go to school. It was hoped that options would open for girls through basic education, thus lowering the child labour and child marriage rate and providing young girls with alternative future prospects.

## Aims

To improve young girls' future prospects and reduce the rate of child labour and child marriages by:

- Getting the teachers to motivate and encourage young girls to go to school.
- Training teachers in basic education and pedagogical skills.



- Providing the children with a well-rounded, overall basic education and practical skills so that they become literate and numerate.

## Methods

The method adopted by the Cheli Beti programme was to provide the teachers with teacher training in order to improve the standard of education and motivate girls into enrolling into schools.

- Teachers were given training in leadership and communication skills, presentation and discussion techniques. They were also trained in how to motivate the girls into going to school and how to make the learning process interesting, stimulating and inspiring, drawing upon simple but effective means such as:
  - Songs with messages relating to topics such as the importance of being literate and numerate.
  - Simple graphic pictures with educational messages that the children could easily understand and relate to.
  - Extra-curricular activities, such as games, to keep the children refreshed and interested.
  - Field trips to schools and fellow student's homes to encourage the girls into formal education by breaking down their reticence in gaining an education.

- Practical skills training in areas such as planting and caring for fruit and making pit latrines, involving simple tools that are useful to them in their day-to-day lives.

## Results

Most of the girls who completed the Cheli Beti programmes were encouraged to join formal schools and many successfully enrolled in classes the following year. Ten years after the programme had begun it was found that most of the girls could still read and write fluently.



# Advocating children's rights through education (Nepal)

## Background

A group of young student activists involved in the issues of human rights, development and social services became aware of numerous cases of human rights and child rights abuses and decided to take action against this. They established a programme called "Educational Endeavours of Child Workers in Nepal Concerned Centre" (CWIN) which focuses essentially on the following children: bonded child labourers, children in servitude, victims of child abuse, children working in carpet factories, children who are in jail, orphans, street children and girls at risk of sexual exploitation. Though they are aware that there are many different factors causing these problems, the group believes that it is through the education of both the children and the parents that the situation can be remedied. Priority is therefore given to educational programmes.

## Aims

- To teach children about their rights and provide them with basic education and skills so that they can seek a better future.
- To provide parents and the community with basic literacy skills and make them aware of the problems children face, their rights and their need for protection, education and health care.

## ***Methods***

The CWIN decided that the most effective means of tackling the child labour problem in Nepal was by providing the children with basic education, equipping them with skills in income-generating activities, as well as sensitizing people on their rights.

### ***Literacy awareness programme***

Non-formal educational classes are organized to teach reading and writing skills and to sensitize people to child rights and human rights and encourage them to participate actively in the programme. The classes are taught in common rooms and transit homes by volunteers who draw their educational materials from the Ministry of Education, CWIN publications, as well as from books, comics, periodicals and newspapers. The children also create their own materials to learn with, such as puppets, drawings and books. Class facilitators drawn from the community also participate in the classes. After having completed the nine-month literacy classes, the children go on to formal education. The cost of school materials, uniforms, tuition fees, transportation, accommodation, etc. is covered by a sponsorship scheme run by CWIN.

### ***Education and skills training programme***

In order to remove the children from the harmful conditions they find themselves in, the programme also offers training in different kinds of income-generating activities, so that they can become independent and self-sufficient. Once they have been taught a basic skill (such as bicycle repairing or electrical wiring, for example) they are given a tool kit and work to gain practical experience. They are provided with food and lodging until they have the means to be self-sufficient.



# Making education available to girls in remote areas (Egypt)

## Background

The “One Class School for Female Education” programme was established in 1995 as a modification of an already existing programme which targets girls of elementary school age living in remote areas. These girls have no access to education because of material constraints, family responsibilities and geographical location. The project was set up to increase the school enrolment rate among these young girls.

## Aims

- To eradicate illiteracy through the provision of basic education.
- To provide vocational training so that the girls can acquire skills such as dressmaking and needlework, allowing them to seek safer, more stable work.
- To raise community awareness on the importance of educating young girls to improve their future prospects.

## Methods

In order to achieve these aims, female teachers from the region were recruited. They are the central figures in the programme and take on the role of educator, counsellor and spokesperson.



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- The teachers educate the girls in different academic subjects and provide them with career skills so that they receive good overall training to equip them for their future.
  - As spokespersons, they convey the project's aims to parents and the community and advocate the importance of education in order to encourage and promote the girls' enrolment into schools.
  - The main reason for low school enrolment and high drop-out rate among girls can be put down to the burden of financial and family responsibility they have to take on. The teachers therefore often visit the homes of the young girls to convince the parents to allow their child to enrol in school. Because the teachers are a part of the community and therefore understand the local customs and traditions, they are able to effectively reach out to the community and gain its support.

## *Results*

The programme has brought the local population closer together and improved the future prospects of young girls living in rural areas.

