There may be opportunities for teachers and other educators to discuss the World Day Against Child Labour with students, possibly involving students in an activity which can help build awareness and support for efforts to tackle child labour and for the importance of education. The kind of activity most suitable will vary according to the age of the students but below are some ideas for activities. You may have others!

**Keep the promised moving, pass it on! Campaign.** The pinwheel is a symbol used by the ILO to its advocacy campaigns against child labour. If you have access to the internet, visit the Pinwheel Campaign at: www.ilo.org/ipec/Campaignandadvocacy/PinwheelHome.htm and download and make your own pinwheel kit.

**Warn the community.** Based on examples of traffic signs found in your country, invite students to make their own creative versions of warning signs specifically for hazardous work. If possible, focus on the types of hazardous tasks that may occur in your country.

**Body map the hazards.** Have your students outline a shape of their body on a large piece of paper. Stimulate a discussion on how hazardous work can impact or injure various parts of the body and mark or colour your conclusions on the sketch. Pay attention to various systems of the body such as the brain.

**Stimulate a discussion on how hazardous work may impact or injure various parts of the body and symbolize the importance of giving and nurturing life.**

**Mobilize your neighbourhood.** Harness the talent and creativity of children and young people in your community by encouraging them to participate in activities such as concerts, sport events, exhibitions, public debates and poetry readings that raise awareness for the World Day. Involve local musicians, sports players, university students, politicians, journalists and artists in the community as well as media to inspire a collaborative partnership. If you have access to the internet, visit the IPEC’S SCREAM programme website for more ideas on how to engage and empower youth in awareness building activities: www.do-ipec.org.

**Step in their shoes.** Share images of child labour from World Day Brochures or from the ILO Photos Gallery if you have access to the internet: www.ilo.org/ipec/medialibrary/resources/library/gallery decisión en función de la edad de los alumnos, pero a continuación, se incluyen algunas ideas de actividades. Usted puede tener otras!

**Warn the community.** Basado en ejemplos de señales de tráfico encontradas en su país, invite a los estudiantes a crear sus propias versiones creativas de señales de advertencia específicas para tareas laborales peligrosas. Si es posible, enfoquese en los tipos de tareas laborales peligrosas que puedan ocurrir en su país.

**Body map the hazards.** Dibuje el esquema de su cuerpo en un gran papel. Inicie una discusión sobre cómo las tareas laborales peligrosas pueden afectar o lesionar diversas partes del cuerpo y marque o coloree sus conclusiones en el esbozo. Preste atención a varios sistemas del cuerpo, como el cerebro.

**Stimulate a discussion about how hazardous work may impact or injure various parts of the body and symbolize the importance of giving and nurturing life.**

**Mobilize your neighborhood.** Haga uso de la creatividad de los niños y jóvenes de su comunidad para fomentar su participación en actividades como conciertos, eventos deportivos, exhibiciones, debates públicos y lecturas de poesía que promuevan la conciencia de la Día Mundial de la Eliminación del Trabajo infantil. Involucre a músicos locales, deportistas, estudiantes de universidad, políticos, periodistas y artistas en la comunidad, así como los medios, para inspirar una colaboración. Si tiene acceso a internet, visite el sitio web SCREAM del IPEC para obtener más ideas sobre cómo involucrar a la juventud en actividades de concienciación: www.do-ipec.org.
It is urgent to tackle hazardous work. The World Day Against Child Labour was established by the International Labour Organization (ILO) to promote high-level efforts against all forms of child labour.

Each year on June 12, people around the world come together to mark the World Day Against Child Labour. The World Day was established by the ILO in 2002, when the ILO Minimum Age Convention No. 138 and the Worst Forms of Child Labour Convention No. 182 entered into force. Since then, the World Day Against Child Labour has grown in importance as a key strategy in the campaign to end child labour. The event raises both public awareness and builds support for efforts to tackle the issue of child labour. The ILO has estimated that there are 215 million children and young people working in hazardous conditions all over the world, and that 53 million are aged between 5 and 14.

Teacher unions have been pioneers in the movement to prevent and eliminate child labour. On the World Day Against Child Labour, depending on the national and local context in which they are oriented, teacher unions can support the World Day Against Child Labour. Here are some ideas:

• Keep up the pressure on your national and local authorities to ensure that children are not working in hazardous conditions.
• Advocate for policy initiatives that remove children from schools.
• Work in partnership with other civil society organizations, national and international institutions involved in combating child labour to guide and bolster public awareness and commitment to action.
• Allocate and use available resources to spread knowledge and encourage awareness in the countries actively tackling child labour.
It is urgent to tackle hazardous child labour. The World Day 2011 will provide a global platform on children involved in hazardous work, and call for urgent action to address the problem. The ILO has estimated that there are 215 million children in child labour and of these, 115 million are directly involved in hazardous work. This is twice the number of its 2006 estimate. It is twice the number of its 2006 estimate. In May 2010, representatives of governments, international organizations, civil society, the private sector and the media adopted the Hague Global Child Labour Roadmap highlighting education as a long-term strategy in addressing child labour on World Day 2011. The key message was: ‘It is urgent to tackle hazardous child labour to make progress on the global goal of eliminating the worst forms of child labour.

Recognising that hazardous work is part of the larger child labour problem, there is a need to scale up national, international and local efforts against all forms of child labour through education, social protection and strategies to promote decent and productive work for youth and adults.

There is a need to build strong regulatory action on the issue of the hazardous work of children, using international standards and the experience of employers’ and workers’ organizations in the area of safety and health and in the context of decent work.

The ILO’s Conventions and accompanying Recommendations provide a framework which emphasises the importance of access to education and ensures that children of legal working age work in work conditions, it up to the competent authorities, or in consultation with workers’ and employers’ organizations, to determine what is hazardous in the national context. The ILO’s Conventions and accompanying Recommendations give guidance on some of the factors to be considered in determining hazardous work. Hazardous work includes: work which exposes children to physical, psychological or sexual abuse; work underground; on dangerous heights; on or near dangerous machinery; or in a confined space; dangerous equipment and tools; or which involves the manual handling or transport of heavy loads, work in poorly ventilated environments which may expose children to hazardous substances, agents, or processes; or, to temperature, noise levels, or vibrations damaging to their health; work under physical or psychological or conditions such as work for long hours or during the night where the child is unreasonably confined to the premises of the employer. Based on such factors, the impact of work can range from a relatively minor injury to disability or even death. Some physical or psychological problems or conditions may not show up for many years, such as in the cases of heavy metal poisoning or impaired intellectual or social development.

Child labour and education

Child labour cannot be addressed in isolation. It is part of the global problem of child labour which is deeply linked to lack of quality educational opportunities for children, and factors linked to poverty, lack of social protection and lack of decent work for adults and children. Therefore, efforts to abolish child labour need to be rooted in broader policy responses. Globally, 67 million primary aged children of whom more than half are girls, and 71 million children of lower secondary school age, are not attending school on a regular basis, often because of long working hours or because of the costs of schooling. Hazardous child labour does not remove a child from poverty.

A quality education can provide access to free, compulsory and quality education for all children and the minimum age for admission to employment is a key strategy in the first step in tackling all forms of child labour. Apart from the immediate and long-term benefits of lifting children out of child labour and into schools, universal basic education supports the right to education, a basic human right. The international community has consistently focused on this right through national and international law. The importance of basic education is central to the ILO’s Conventions on child labour, and to the UN Convention on the Rights of the Child.

The ILO Minimum Age Convention No. 138, 1973, requires Member States to specify in law a minimum age for admission to employment; the ILO’s Conventions on the Protection of Children (Minimum Age) Convention, No. 182, 1999, calls for “immediate and effective measures to secure the prohibition of the worst forms of child labour as a matter of urgency.” The worst forms identified are:

- The use, procurement or offering of a child for prostitution, for the production of pornography or for pornographic performances.
- The use, procurement or offering of a child for illicit activities.
- The use, procurement or offering of a child for begging activities.
- The use, procurement or offering of a child for the production of pornography or for pornographic performances.

Tackling hazardous work by children

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It is urgent to tackle hazardous child labour to make progress on the global goal of eliminating the worst forms of child labour.

Recognising that hazardous work is part of the larger child labour problem, there is a need to scale up national, international and local efforts against all forms of child labour through education, social protection and strategies to promote decent and productive work for youth and adults.

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In the union - what education unions can do to support the world day 2011

Teacher unions have been pioneers in the movement to prevent and eliminate child labour. On the World Day 2011, we call upon the strength and dedication of teacher unions to inspire the global community to join the fight against child labour. Depending on the national and local context in which they exist, many teacher unions can support the World Day Against Child Labour. Here are some ideas:

• If your union has a website, promote the World Day and link with the ILO World Day website at: www.ilo.org/ChildLabourWorldDay
• Discuss the World Day in union meetings at national, regional and local level, and consider how the union can be involved in supporting it.
• Send this bulletin to local union branches.
• Consider issuing a union press release to mark the World Day.
• If your union is associated with a national federation, raise the issue of child labour and the importance of quality education within the confederation’s discussions.
• If the ILO’s International Programme on the Elimination of Child Labour (IPEC) is active in your country, contact your ILO office and discuss possibilities of cooperation.
• Full recognises your country, campaign for the ratification of ILO Conventions Nos. 138 and 182 and encourages national governments to develop or re-examine lists of work which is hazardous to children.
• Work in partnership with other civil society organisations, national and international institutions involved in combating child labour to guide and bolster public awareness and commitment to action.
• Advocate for policy initiatives that remove children from child labour and help them access quality education.
• Consider teacher union development cooperation activities that support the objective of eliminating child labour.
• If child labour is not a major problem in your country, work to help spread awareness and encourage awareness in those nations actively tackling child labour.
• Publicise the problem of child labour in supply chains.
• Speak up and out for the right to quality education for every child, adolescent and youth.
Each year on June 12, people around the world come together to mark the World Day Against Child Labour. The World Day 2011 will promote a global spotlight on children involved in hazardous work, and call for urgent action to address the problem. The ILO has estimated that there are 215 million children in child labour and of these, 115 million are directly involved in hazardous work. This work is often of such nature or circumstance in which it is carried out, likely to harm children’s physical, mental or moral health or the circumstances in which it is carried out, is likely to harm children’s physical, mental or moral health.

On World Child Labour Roadmap highlighting civil society adopted The Hague Global achievements. In May 2010, representatives of or having poor performance and low educational many repercussions on the education process of children with many almost half of all working children in this age range. Child labour has involved in such work, 53 million are aged between 5 and 14. A work may even jeopardise children’s lives. Of the 115 million children children’s physical, mental or moral health to harm or the circumstances in which it is carried out, is likely to harm children’s physical, mental or moral health or the circumstances in which it is carried out, is likely to harm children’s physical, mental or moral health or the circumstances in which it is carried out, is likely to harm children’s physical, mental or moral health or the circumstances in which it is carried out, is likely to harm children’s physical, mental or moral health.

The ILO Minimum Age Convention No. 138, 1973, requires Member States to specify in law a minimum age for admission to employment not less than the age of completing compulsory education, or in any case not less than 15 years. However, a State’s laws may not protect children and educational facilities are insufficiently developed may under certain conditions initially specify a minimum age of 14 years. National laws or regulations may permit the employment of 15-16 year olds in light work which is not prejudicial to school attendance, or harmful to a child’s health and development. The age 12-14 may apply for light work in countries that specify a minimum age of 14. The ILO’s Minimum Age Convention of 1973, 1995, calls for “immediate and effective measures to remove the prohibition of the worst forms of child labour as a matter of urgency.” The worst forms identified are: work which exposes children to physical, psychological or moral harm, or transport of heavy loads; work in an unhealthy environment; work with dangerous machinery and tools, or which involves the manual handling of heavy loads, work which is inherently hazardous, or which may expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health; work under adverse or difficult conditions such as work for long hours or during the night or work where the child is inconvenienced in the provision of food, clothing or shelter such that the impact of work on children can range from a relatively minor injury to disability or even death. Some physical or psychological problems in such work can result from work not done or do not show up for many years, such as in the cases of heavy metal poisoning or impaired intellectual or social development.

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Hazardous child labour cannot be addressed in isolation. It is part of the global problem of child labour which is closely linked to lack of quality educational opportunities for children, and factors linked to poverty, lack of social protection and lack of decent work for adults and youth. As such, measures to address child labour need to be rooted in broader policy responses. Globally, 67 million primary-aged children of school age are not enrolled in school and 71 million children of lower secondary school age, are not enrolled in school. Many others who are enrolled are not attending on a regular basis, often because of long working hours or because of the costs of schooling. Hazardous child labour does not remove a child from poverty. A quality education can: Provide access to free, compulsory and quality education for all children and the minimum age for admission to employment is a key strategy in the first step to tackling all forms of child labour. Apart from the immediate and obvious benefits of lifting children out of child labour and into schools, universal basic education is also a fundamental human right. The international community has consistently focused on this right through national and international law. The importance of basic education is central to the ILO Conventions on child labour, and to the UK Convention on the Rights of the Child.

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- **Keep the promised moving, pass it on!** Campaign. The pinwheel is a symbol used by the ILO in its advocacy campaign against child labour. If you have access to the internet, visit the Pinwheel Campaign at: www.ilo.org/ipec/Campaignandadvocacy/Youthaction/Pinwheel/lang--en/index.htm and download and make your own pinwheel kit.

- **Share the community.** Based on examples of traffic signs found in your country, invite students to make their own creative versions of warning signs specifically for hazardous work. If possible, focus on the types of hazards present in your country.

- **Body map the hazards.** Have your students outline a shape of their body on a large piece of paper. Stimulate a discussion on how hazardous work can impact or injure various parts of the body and mark or colour your conclusions on the sketch. Pay attention to various systems of the body such as the respiratory and circulatory systems, and don’t forget to the importance of giving and nurturing life.

- **Step in their shoes.** Share images of child labour from World Day Brochures or from the ILO Photos Gallery (if you have access to the internet: www.ilo.org/ipec/Gallery). Encourage students to imagine the lives of these children by creating a journal of their daily activities – from waking up to going to bed. Mobilise your students to act out the lives of children based on the journals they created in a play or performance for the local community.

- **Encourage wider participation.** Involve your school community in events that lead up to World Day 2011. Plan a “Child labour awareness week” in local schools and social activity centres to build-up momentum for June 12th. On the first day of this week, organize a “Plant-a-tree” campaign with students and community members to symbolize the importance of giving and nurturing life.

- **Mobilize your neighbourhood.** Harness the talent and creativity of children and young people in your community by encouraging them to participate in activities such as concerts, sports events, art shows, public debates and poetry readings that raise awareness for the World Day. Involve local musicians, sports players, university students, politicians, journalists and activists in the community as well as the media to inspire a collaborative partnership. If you have access to the Internet, visit the IPEC’s SCREAM programme website to participate in the global conversation and mobilise support within the broader trade union movement, civil society and education community.

- **Get creative.** Conduct a brainstorming exercise to gather ideas on the potential work tasks, the hazards linked to the particular task, and the specific health consequences that may occur in children’s work environments. Encourage your students to describe their impressions in a drawing, a poem, or a letter to government representatives. If possible, select children’s images from your region and ones that correspond with the approximate ages of your students. Ask your students to imagine the lives of these children by creating a journal of their daily activities – from waking up to going to bed. Mobilise your students to act out the lives of children based on the journals they created in a play or performance for the local community.

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• Step in their shoes. Share images of child labour from World Day brochure or from the ILO Photos Gallery if you have access to the Internet: www.ilo.org/mediadownload/home/ and download and make your own pinwheel kit.

• Keep the pinwheel moving, pass it on! Campaign. The pinwheel is a symbol used by the ILO in its advocacy campaign against child labour. If you have access to the internet, visit the Pinwheel Campaign at: www.ilo.org/ipec/Campaignandadvocacy/Youthinaction/Pinwheel/lang--en/index.htm and download and make your own pinwheel kit.

• Warn the community. Based on examples of traffic signs found in your country, invite students to make their own creative versions of warning signs specifically for hazardous work. If possible, focus on the types of hazardous tasks that may occur in your country.

• Body map the hazards. Have your students outline a shape of their body on a large piece of paper. Stimulate a discussion on how hazardous work can impact or injure various parts of the body and ask your students to imagine the lives of these children by creating a journal of their daily activities – from waking up to going to bed. Mobilize your students to act out the lives of child labourers based on the journals they created in a play or performance for the local community.

• Encourage wider participation. Involve your school community in events that lead up to World Day 2011. Plan a “Child labour awareness week” in local schools and social activity centres to build-up momentum for June 12th. On the first day of this week, organize a “Plant-a-tree” campaign with students and community members to symbolize the importance of giving and nurturing life.

• Mobilize your neighbourhood. Harness the talent and creativity of children and young people in your community by encouraging them to participate in activities such as concerts, sports events, art shows, public debates and poetry readings that raise awareness for the World Day. Invite local musicians, sports players, university students, politicians, journalists and activists in the community as well as the media to inspire a collaborative partnership. If you have access to the Internet, visit the IPEC’s SCREAM programme website created in a play or performance for the local community.

• Conduct a brainstorming exercise. Get creative. Make your students outline the types of hazardous tasks that may occur in your country. Have your students outline a shape of their body on a large piece of paper. Stimulate a discussion on how hazardous work can impact or injure various parts of the body and ask your students to imagine the lives of these children by creating a journal of their daily activities – from waking up to going to bed. Mobilize your students to act out the lives of child labourers based on the journals they created in a play or performance for the local community.

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