



World Day Against Child Labour

12 June 2006

The end of child labour



Together we can do it



International
Labour
Office

World Day Against Child Labour, 12 June 2006

Each year, World Day Against Child Labour focuses the attention of the world on the plight of child labourers. Every day, on every continent, millions of children spend long hours working at difficult and often dangerous tasks simply to ensure that they and their families can survive.

Children can be found working down mines, in noisy and unhealthy factories, making bricks, breaking stones or serving as domestic labourers behind closed doors. They can be found working on the streets, in the sex industry or for criminal gangs. All too often, they go completely unnoticed. Unable to speak for themselves, and ignored or punished if they do, child labourers need others to campaign on their behalf, to bring their stories to the world and so help with the process of eliminating the worst forms of child labour world-wide.

World Day Against Child Labour aims at increasing our awareness of the challenges that child labour presents to us as a global community. It seeks to mobilise the authorities, the media and the public at large to help tackle this problem. Most importantly, however, it invites young people to play their part by learning more about the issues involved and encouraging them to begin to explore what actions they themselves as individuals, or as a group, can take to bring about change.

This year, the WDACL is also an opportunity to reflect on the findings of the new ILO global report **"The end of child labour: Within reach"** which was released in May 2006. And things are changing. The Report documents the fact that there has been a major shift in the progress of the movement to end child labour. The global number of child labourers in the age group 5-17



decreased from 246 million in 2000 to 218 million in 2004, a fall of 11 per cent.

This reduction in child labour has not happened by accident. It is the direct result of increased awareness followed by action at both political and social levels. It has involved mobilising workers, employers and governments along with practical action on the part of parliaments, non-governmental organisations, local authorities, and, most importantly, the general public.

Through its International Programme on the Elimination of Child Labour (IPEC), the ILO helps countries around the world to deal with child labour, not just through expert advice on the best policies to adopt, but also through action. Over the last ten years alone the programme has directly helped over 5 million children.

The ILO believes that there is now a truly world-wide movement against child labour. On this World Day as with all World Days in the last few years, students and teachers are invited to join this movement and play their part in making child labour a thing of the past. Through the information supplied

in this brochure, students, teachers and educators will gain a clearer understanding of the issues involved and, through discussion and activities, can then explore ways in which they themselves can play their part in the international campaign to eliminate child labour.

A future without child labour is within our grasp. Significant progress is being made in global efforts to end child labour, but much remains still to be done - progress should not lead to complacency. A strong and sustained global effort is still required....

"The end of child labour: within reach", ILO Global Report 2006



The end of child labour: Together we can do it !

What is child labour?

Despite considerable progress in the fight against child labour, it is still one of the greatest challenges facing the world today. Its negative impact on the development of children, families, communities and whole societies cannot be underestimated. Its causes can be found in poverty, discrimination and social exclusion, lack of access to education and HIV/AIDS. In some areas of the world, customs and traditions can also be factors in tolerating child labour. Elsewhere, laws against child labour are not enforced or the demand for child labour is so great that regulation is difficult or impossible.

Child labour is any work that deprives children of their childhood, their potential and their dignity, and that harms their physical and mental development. It also refers to work that involves them in dangerous situations or interferes with their schooling. This could mean preventing them from attending school altogether, forcing them to leave school early or making them balance going to school with long hours of tiring work.

The most extreme forms of child labour can involve children being enslaved, separated from their families, exposed to serious hazards and illnesses or left to look after themselves on the streets of large cities – often at a very early age.



International measures

- Starting with the first meeting of the International Labour Conference in 1919, the ILO has worked steadily to establish **a minimum age for admission to employment**.
- Over the next 50 years, 10 Conventions setting minimum age standards for working in different sectors were adopted. Throughout the world, people were becoming more aware of the issue of child labour and coming to realise that some types of work were not acceptable for children.
- Then in 1973 a **comprehensive Convention applying to all economic sectors and to all working children was adopted**.
- The **Minimum Age Convention, No. 138 (1973)**, was a landmark achievement which still represents **the most comprehensive and authoritative international definition of minimum age for admission to employment and therefore child labour**.
- In the 1990s, agreement was reached at international level that **the highest priority should be given to eliminating the worst forms of child labour within a short period of time through a concerted programme of world-wide action**.
- In 1999, the ILO member States adopted the **Worst Forms of Child Labour Convention, No. 182**. By 2006, Convention 182 had already been ratified by 160 countries – 90% of all ILO member States – a record rate of ratification.



Cveti from Bulgaria

Cveti is a 12-year-old girl from Bulgaria. She lives with her parents, four sisters aged between 4 and 10 and a brother of 13, in a small town near Sofia.

Every morning she would travel with her mother and sisters to Sofia to 'work' for the family. She worked on the streets selling flowers and other inexpensive items. She could be found at all times of day and night on main roads, in railway and bus stations and in other busy parts of the city.

She had to work long and hard hours and had to walk many kilometres to find the best places for business. In some of these places she found herself exposed to illegal activities, involving drugs prostitution and other terrible criminal situations of all kinds. This made her vulnerable to abuse. And yet she continued to work. She needed the money to prepare for the marriage her father had arranged for her when she turned 13 next year.

Cveti and her sisters had never been to school. Her brother, however, was lucky enough to go and their parents were determined that he should complete his secondary education.

When she was found one night out on the streets, the local Department for Child Protection got in contact with the IPEC project to get her on to one of their school programmes. Her parents were helped to put together a special plan to help the family, giving them advice and support on how to find work and sending them to a training programme subsidised by the government.

From now on, her parents will receive financial support on condition that Cveti attends school regularly. In addition, the social welfare department helped her parents to better understand the damaging effect working on the streets could have on their daughter's future.



How does child labour affect children?



Child labour damages children in a number of terrible ways.

The **physical harm** done to working children can be long-term and traumatic. Some will be badly injured through accidents at their work. For others, the nature of their jobs will leave them with severe physical handicaps.

Because they are still growing and developing, children are more vulnerable to dangers in the workplace than are adults. They may be exposed to infections and disease (including HIV/AIDS), severe injury, loss of limbs, brain damage and stunted growth. Some may even die from injuries received or from exposure to toxins or other hazards in the places where they work.

Each year.....

22,000 children are killed at work;

6 million children are injured at work;

2.5 million children are disabled due to work injuries.

For child labourers, the **psychological scars** of what they have endured can stay with them for the rest of their lives. Because a childhood spent working delays the natural development of a child, child labourers often find the transition to adulthood to be a difficult and traumatic experience. Many suffer from anxiety or depression because of their experiences and can develop low self-esteem and a sense of helplessness. Others suffer from insecurity and can find it difficult to form relationships.

Child labourers are often **denied access to any kind of education**.

Those who do attend school usually spend less time there than other students. Because of this, many never develop the basic skills of reading, writing and arithmetic which means that any opportunity for further education is denied them. Working children who do attend school are often tired and suffer from associated learning difficulties. For them, school can be a challenging experience, confirming their sense of low self-esteem. Many simply stop going to school, believing their time is better spent working to support themselves and their families.

"Working children can be most at risk of humiliation or rejection by peers, teachers or others in school and community settings where they are labelled for carrying out low status work"

"Psychosocial impacts of child work: a framework for research, monitoring, and intervention"
Woodhead, M. (UCW, 2004)



Alejandra from El Salvador

Twelve-year-old Alejandra is woken up at four in the morning by her father, Don José. She does not go to school, but goes to collect curiles, small shellfish, in the mangrove swamps on the island of Espiritu Santo in Usulután, El Salvador.

In the rush to get to work, Alejandra does not have time to eat breakfast. It is more important to make sure she has the things she needs to make it through a working day that can mean spending up to 14 hours in the mud. These items include about a dozen cigars and at least four pills to keep her from falling asleep. Most of the money that she earns goes to buy these things.

In the mangrove swamp, without shoes, Alejandra has to face bad weather, mosquito bites and cuts and scrapes from having to pull the curiles out from deep in the mud. The cigars help to keep the mosquitoes away, but when she runs out of cigars, Alejandra has to put up with the insects as she moves from branch to branch and from one area to another in search of shells. When she returns from work, her body is nearly always covered with bites.



She earns very little. If she is lucky, in one day, Alejandra manages to collect two baskets of curiles (150 shells), worth about 12 colones, or \$1.40.

Alejandra, who has seven younger brothers and sisters, has no time to go to school or to play. Anyway, she prefers not to play with the other children because they say she smells bad and they won't let her join in their games because she is a curiles worker.

Little by little Alejandra has had her confidence worn away and suffers from very low self-esteem. Like the other children who work collecting curiles, she feels separate from the rest of society. For Alejandra, life seems like a tunnel with no way out.

What can be done?



Putting an end to child labour means governments, organisations, groups and individuals working together at many different levels.

Creating a world where child labour is no longer a necessity means reducing poverty. It also means providing access to education for all children and an education that attracts and retains these children, particularly child labourers, and takes into account their needs and expectations.

Children need more laws to protect them from exploitation and the laws that do exist

need to be made more effective by monitoring, inspection and enforcement. And children, communities and employers all need to be made more aware of the devastating long-term consequences of the worst forms of child labour.

Children often play an important part in supporting their families in impoverished situations, and in many countries there is a long standing culture and tradition of working children. It is important to understand and respect cultural differences but it is equally important to ensure that children are not involved in excessive, exploitative or

hazardous labour. Raising awareness of the human cost of child labour as well as its negative economic and social consequences can help to change attitudes and beliefs and persuade communities, employers and governments to put an end to the worst forms of child labour.

This work is already under way. Leading the initiative on a world-wide scale since 1992, ILO-IPEC provides assistance to countries all over the world to help inspire, guide and support projects and initiatives aimed at eliminating child labour. ILO-IPEC works with governments to make the problem of child labour a priority in their social and economic policies. They encourage co-operation between government and local organisations and work constantly to bring the plight of child labourers to the attention

of the world through media campaigns and public awareness programmes. They aim to remove children from hazardous work, help in their recovery and education and offer alternative sources of support and income for them and their families.

And ILO-IPEC is not alone in this work. Other United Nations agencies, trade unions, employers' organisations and civil society organisations are all working together to bring about changes in attitudes and behaviour.

Through major global initiatives like the Millennium Development Goals (MDG), Poverty Reduction Strategy Papers (PRSP) and Education For All (EFA), the international community is committed to ending child labour for good.

Global initiatives by the international community

- **The Millennium Development Goals (MDGs)** are a list of eight targets agreed by all the world's countries and leading development institutions. They range from halving extreme poverty, to halting the spread of HIV/AIDS and providing primary education for all...and all of these to be achieved by 2015!
- **Poverty Reduction Strategy Papers (PRSPs)** are prepared by governments through a consultation process with international development partners. A PRSP sets out the social and economic policies and programmes that a country will follow to promote growth and reduce poverty among its citizens.
- **Education For All (EFA)** is a world-wide effort to ensure that children everywhere have access to good education. The goal is that by 2015 every child on the planet can go to school. It will require spending between \$8 billion and \$15 billion extra each year. That may sound like a lot, but it's less than 2 per cent of the annual estimated costs of military spending world-wide for the same period!

Kader from Turkey

Kader is 9-years-old and lives in the Karatas /Adana area of Turkey. She has two little brothers and one sister. Kader used to work in the fields with her parents picking cotton to help support her family. But she also had another job. Kader took care of her younger brothers and sister and did much of the work around the house. She had little hope of getting an education and her future looked bleak.

However, through a project supported by ILO-IPEC and the Ministry of National Education, Kader and her 12-year-old brother Selahattin, registered with the social support centre and were included in a project to help children involved in seasonal and commercial agriculture.



After one and a half months, the ILO-IPEC project co-ordinator convinced the family to send the two children to a primary boarding school. At first, her mother let Kader's brother go to boarding school but said that she couldn't live without Kader. Kader's work brought money to the family and she did most of the household chores. Her mother also felt that education was not important for girls.

The centre spent a lot of time talking to Kader's family. They explained how education could change Kader's life and how working long hours in the cotton fields and at home would have a negative effect on her health and growth. The village teachers also visited her parents and told them about how other girls in the area had benefited from going to the school. Finally, Kader's mother allowed her to go.

Kader is now one of the lucky children enrolled in school through the ILO-IPEC project. Since 2002, the Ministry of National Education, in co-operation with ILO-IPEC in Turkey, has started to offer places in education for working children and, as a result, thousands of working children have been withdrawn from work and enrolled in schools.

Education: The key to the future



Making education available for all is therefore a key element in the fight against child labour and is essential to meeting the needs of present and future generations.

Countries with the highest rates of child labour often have the highest numbers of people unable to read and write and the lowest school enrolment and attendance rates. Working to ensure all children have access to quality education can benefit not just the children themselves, but also their families and communities.

Studies have shown that the benefits of participation in education include:

- better health;
- higher wages;
- lower infant and child mortality;
- increased agricultural production.

A good government policy on education, with enough funding to make it work, can lead to a huge reduction in child labour. Free primary education, open to all, is the best way to prevent children entering the workforce and to help those who are already

working to benefit from the learning process.

Working together with educational authorities around the world, ILO-IPEC is highlighting the educational needs of child labourers. But much remains to be done. If quality education is to be provided then teachers need to be properly funded and supported. Bad working conditions, poor pay, poor management, poor training and inadequate teaching facilities can all impact on a teacher's ability to do her or his job. If

teachers are not properly trained, motivated and paid, then the child's experience in the classroom may not be a positive one.

The quality of the education available must encourage the child labourer to come to school and stay in class. Low quality schools where children experience discrimination or abuse may not seem any more attractive than a hazardous job with a cruel and demanding boss.



AIDS orphan in Sub-Saharan Africa

Jessica is 11-years-old. She lives with her six-year-old brother in a hut in the village of Telanea. Jessica and her brother don't have any parents. They died of HIV/AIDS more than a year ago and now Jessica is responsible for looking after herself and her brother. Because of this she had to drop out of school.

Every day, she would wake early and sweep their room, fetch water, prepare some food and get her brother ready for school. Then, to earn some money, she would sell water on the highway to people on passing buses. She walked two kilometres there and back to do this. Some days she would be able to sell water, but on other days, business would not be so good.

But life did get better for Jessica. An organisation trying to help AIDS orphans paid for Jessica to return to school. She steadily worked her way up to the top of the class, even though she still had to work evenings and on weekends for herself and her brother.

Unfortunately, Jessica's education will not last. At the end of the year, the money from the organisation for her schooling will run out. She already knows she cannot afford to pay for her own education. She only earns enough to send her brother to school. Her part-time job is about to become her full-time job again.



Sub-Saharan Africa already leads the world for the proportion of its children in the labour force. It also leads the world for its huge numbers of children who are made orphans by the AIDS virus. The two make a deadly combination.

The misery of AIDS orphans begins even before the death of their parents. Just as the virus attacks the human body, AIDS also wipes out a household's savings and all its resources. Many children drop out of school during this period to help support their parents' steady decline and the medical and eventual funeral costs. When they drop out of school, their nightmare begins.

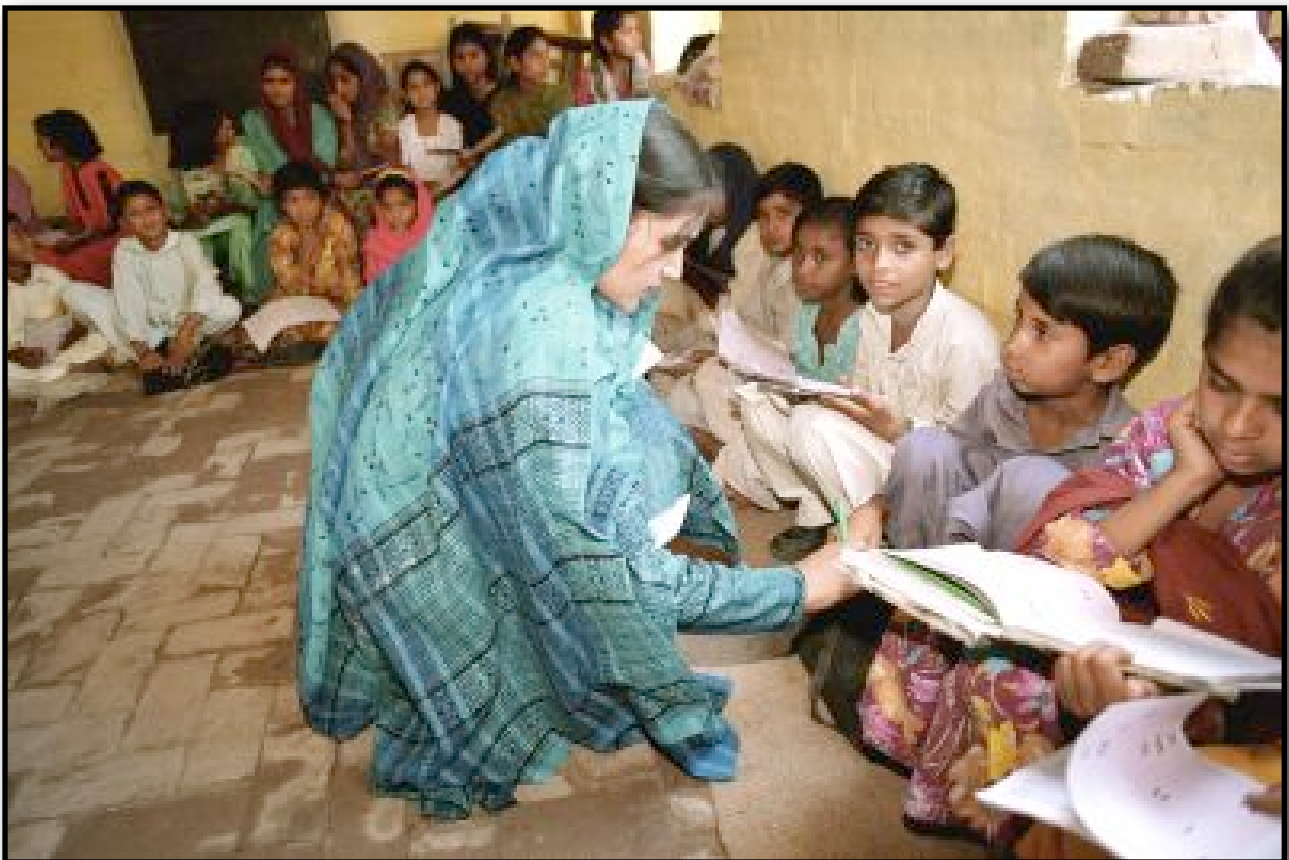
What can you do?

While projects on the ground can assist child labourers in a direct and practical way, only global awareness of the problem can mobilise the international effort that is needed to end the practice for good.

Young people have a central role to play in this process. Learning more about the issues surrounding child labour is an important first step. This can be done through the web sites and contact points provided at the back of this brochure where information can be found on how to become more

actively involved in the world-wide effort to combat all forms of child labour.

The real energy for change, however, is generated through empathy with the plight of others. The activities in this brochure are designed for teachers and educators to help students enter the world of the millions of children whose only reality is that of child labour. The students are then encouraged to explore what they as individuals, groups or their communities can do to raise awareness of the issues involved. They will also help the students realise that, working together, we can bring an end to child labour.



Activity 1 : A family for Ali

The aim of this activity is to encourage young people to explore some of the challenges faced by child labourers as they try to balance working life with attendance at school. It takes the form of a story which can be read to the group or the students can read it for themselves. Afterwards, the whole group can participate in the activities outlined below.

Ali was a shoe shiner. Early each morning he picked up his box of shoe polish and rags and made his way to the street corner where he worked. He worked hard from 7 to 11 each morning putting all his energy into making the shoes shiny until he could see his own face in them.

Although he was hungry and tired, he always had a big smile on his face as he chatted with the customers and told them jokes and stories to make them laugh. But not all the customers were friendly to him. Some of them treated him very badly. When that happened Ali would get very upset and feel down. Then he found it hard to smile.

At 11, Ali would stop work and go to a nearby tap to wash up. It was hard to wash the shoe polish from his hands but he needed to do it before going to school in the afternoon. He didn't want any of his friends to know that he worked at shining shoes. Before he went into class, Ali always hid his box with its shoe polish and rags behind a tree at the bottom of the school garden.



Ali liked school very much. He wanted to study hard and be a teacher when he grew up. But he found school difficult. Although he was clever and quick to learn, he sometimes felt so tired from working that he fell asleep in the classroom and so missed what the teacher was saying. He also had to work after school, so he never had any time to do his homework. Although he was falling behind with his studies, he never gave up and came to school every day no matter what. For him, it felt much

better than shining shoes on the streets. At school he had many friends and he liked his teacher.

But not all his classmates liked Ali. Some suspected that Ali was poor and that he was working. One day they followed him and saw where he hid his box. That day, when the school went out to play, they picked up his box from behind the tree and started to play with it. They broke it into pieces and kicked his shoe polish and rags around the garden. Their teacher saw what happened. When the bell rang, they all went back to their classroom. All but one.

Ali's seat was empty.

The teacher did not ask anything about Ali or what he had seen in the garden. Instead, he started the lesson by saying: "Today we are going to talk about our families. Tell me about your families"

The students liked talking about their families and each one had a different story to tell. It was clear that they liked their families because they felt a lot of love, care, protection and support from them. They all agreed that whenever they were in trouble, their families were always there to help them. Their families understood them the most. Then, at the end of the class, the teacher gently asked:

"I wonder how we could have been a family to Ali?"

➔ When the story is finished, take an empty chair and put it in the centre of the room. Ask the group to imagine that this is Ali's chair. Then ask the group to imagine that they are all Ali's classmates. Ask the class to imagine being the boy or girl who found Ali's box and smashed it to pieces, and the others who went along with it. Ask the class what negative words they might have used to describe Ali, what they might have said to him. Then write these words on the board in the form of a list. The words might include "poor", "no good", "dirty", "stupid", "bad", etc.

➔ When the group have exhausted their imagination, invite them, one by one, to come and sit in Ali's chair and think of a word to describe how he felt when his box was being kicked around the school garden and how he felt when left the school that day. Some of the words might be "sad", "ashamed", "embarrassed", "left out", "lonely", etc. Write these words on the board beside the other list.

➔ Now ask the group what they thought about Ali's teacher and how he reacted to the situation. Should he have been angry with them for what happened to Ali? Should he have said nothing at all? How did what he did help the class have a better understanding of Ali's situation?

➔ Finally ask the group if Ali was part of their class today, what would they do to make Ali feel a part of their school family?

Activity 2 : The Wishing Chair

The aim of this activity is to encourage young people to enter the world of a child labourer, helping them focus on the day-to-day challenges faced by working children and their families, their hopes and dreams. The whole group will be involved and it gives each student the opportunity to participate as much or as little as she or he can or wants.

This activity is very simple to do, and builds on the symbolism of the empty chair in the story we read about in Activity 1, only this time the chair is a symbol of empowerment and of possibilities.

By using their own imagination, the students will spend some time in the world of the child labourer and so develop a greater understanding of what they live through every day. It may be useful to re-read to the group any or all of the stories of child labourers from around the world before beginning the activity. Take a chair and place it in the centre of the room.

➡ Invite the group to play a game. Ask them to imagine that this chair has magical powers. Ask them to imagine that when they sit in it, they themselves become a child labourer from somewhere in the world. The chair will grant them three wishes, but before this can happen the chair demands that they must tell their own life story. Ask for a volunteer to be the "Wish Keeper". She or he will write down the stories and what each child labourer wishes for.

➡ Now ask for someone to be the first to sit in the Wishing Chair! And remind her or him before they start telling their story that all sentences must begin with the word "I....".

➡ The students may find it difficult at first. Asking questions will help to get the game started, such as "What is your name?", "How old are you?", "What kind of work do you do?", "Where do you come from?", "How many brothers and sisters do you have?", and so on. They can take on the name and the circumstances of any of the child labourers described in the previous text or they may want to come up with whole new characters. It's entirely up to their own imagination!

➡ To help them build a better impression of the life of a child labourer, encourage the other students to ask questions. Some of these questions could be "Do you go to school and what is it like there ?", "How many hours a day do you work?", "Have you ever been injured at work?", "How does your boss treat you?", and so on.

➡ Be aware also that, in building empathy with the life of a child labourer, it is important to move outside the challenging circumstances of their life and begin to see them as similar to young people everywhere with the same likes and dislikes, hopes and dreams, children who love to play, laugh and dream about the future.

- ➡ After a few minutes, when the group has a clearer picture of the life of the child labourer, tell them that the Wishing Chair is now ready to grant them their three wishes. What will this particular child labourer wish for? It will be interesting to see...Enough to eat for their family? A school to go to where the children and teacher are welcoming and friendly? A football to play with? Not to be so tired all the time? A brand new shiny bicycle? Never to have to work on the streets again?
- ➡ After the three wishes have been written down by the Wish Keeper, ask for the next volunteer to sit in the Wishing Chair and start all over again with a new child labourer living a different life and with a new set of wishes to help make their world better. Continue the process until everyone in the group has had the opportunity to take part.
- ➡ Now take the wishes that the Wish Keeper has written down and place them on the Wishing Chair. Put the chair in the corner of the room and leave it there for a few days, encouraging the students to read the pages whenever they have the time. The empty chair can be a symbol that, all over the world today, there are empty chairs in classrooms where child labourers should be. The pages of wishes have the power to say that it doesn't have to be this way.

Activity 3 : The interview

Because of the scale and extent of child labour in the world today, it may be difficult for young people to imagine how they can even start to make a difference. Raising awareness of the issues involved is crucial to bringing about an end to child labour. The media has a huge part to play in this and television especially helps to form opinions on almost every issue.

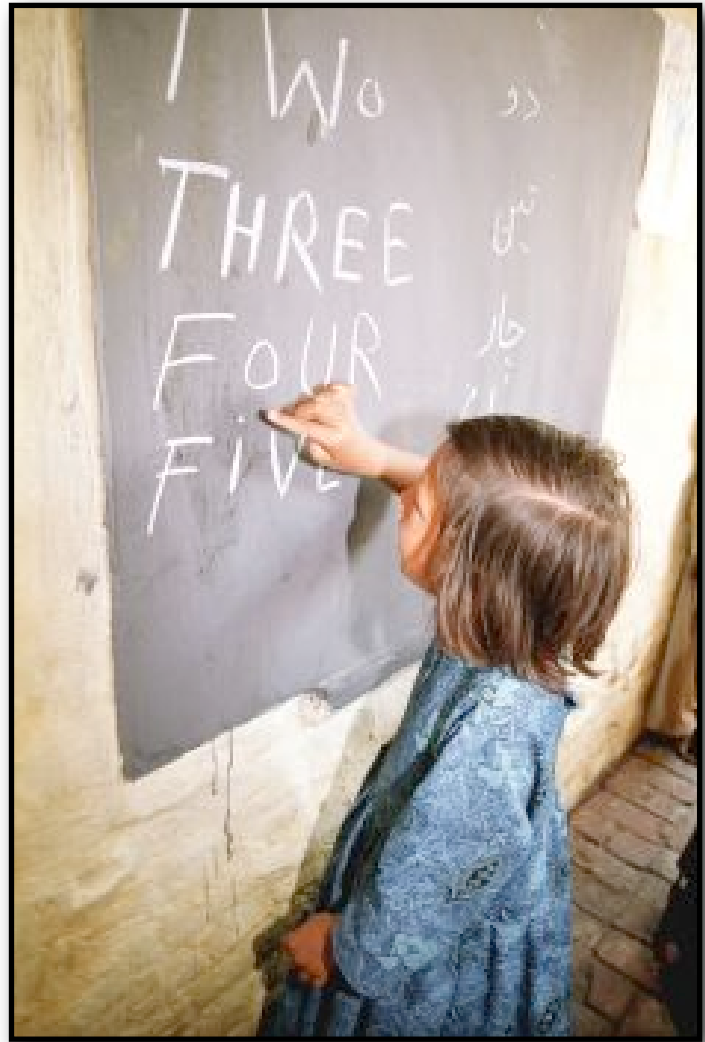
➡ In this activity the group will use their imagination and creative energy to recreate a television studio in the classroom and, through the medium of an interview and question and answers session, gain a deeper insight on the issues involved and explore what they themselves can do to heighten the awareness of child labour in their own families and communities. Set out some chairs and ask for volunteers to participate in the interview. Explain that you will need one person to play the part of the interviewer and others to be interviewed. The rest of the group will play the part of the studio audience who will be invited to put their own questions during the interview.

➡ Those who have volunteered must now decide what parts they want to play. Reviewing the stories from child labourers around the world will be helpful in deciding this. Does somebody want to play the part of Kader from Turkey, Jessica from Africa, Alejandra from El Salvador or maybe her father Don José who wakes her every morning so that she can go collecting shellfish?

➡ Maybe interview Cveti from Bulgaria along with her parents or an official from ILO-IPEC. Maybe an employer who is making a lot of money from the work of children, or a government official not doing enough to prevent it. The possibilities are endless. The characters can change all the time as more and more members of the group want to participate. At any time the student playing the part of the interviewer can invite the "studio audience" (the rest of the group) to put a question to those being interviewed.

➡ "The Interview" is an engaging and fun way to explore all the issues involved in child labour and see how people's action, or lack of action, can have a significant impact on the lives of others. By playing different parts and posing difficult questions, the group will begin to understand more fully the complexities of the issues involved. When the interview is over, ask the "studio audience" to give everyone, including themselves, a big round of applause!

➡ Then explain to the group that television is only one way of getting a message across. Ask them what they would do to raise awareness of the issue of child labour among their friends, family and community. They may suggest an information day or a notice board in the school with images and information on child labour, or maybe an art competition or a debate. Encourage the group to explore different and innovative ways to get the message out to as many people as possible. Explain to the group that everyone has a voice and, when combined with others, it can form a powerful force for change.



The Message is CLEAR,

Together

we can end child labour !

The organisations behind the World Day Against Child Labour

The **International Labour Organization (ILO)** is the United Nations specialised agency for the world of work which seeks the promotion of social justice and internationally recognised human and labour rights. Within the UN system, the ILO has a unique tripartite structure with workers and employers participating as equal partners with governments.

www.ilo.org

The ILO's **International Programme on the Elimination of Child Labour (IPEC)** is the world's largest technical co-operation programme on child labour. Its aim is the progressive elimination of child labour world-wide, with the eradication of the worst forms an urgent priority.

www.ilo.org/public/english/standards/ipec/index.htm

ILO-IPEC, 4 Route des Morillons, CH-1211 Geneva 22, Switzerland

e-mail: ipec@ilo.org

Education International (EI) is a Global Union Federation (GUF) representing over 29 million teachers and other education workers, through 338 member organisation in 161 countries and other territories. EI's work to end child labour is a key aspect of its human rights campaign.

www.ei-ie.org

Education International, 5 Boulevard du Roi Albert II, B-1210 Brussels, Belgium

e-mail: headoffice@ei-ie.org

Additional information and education resources

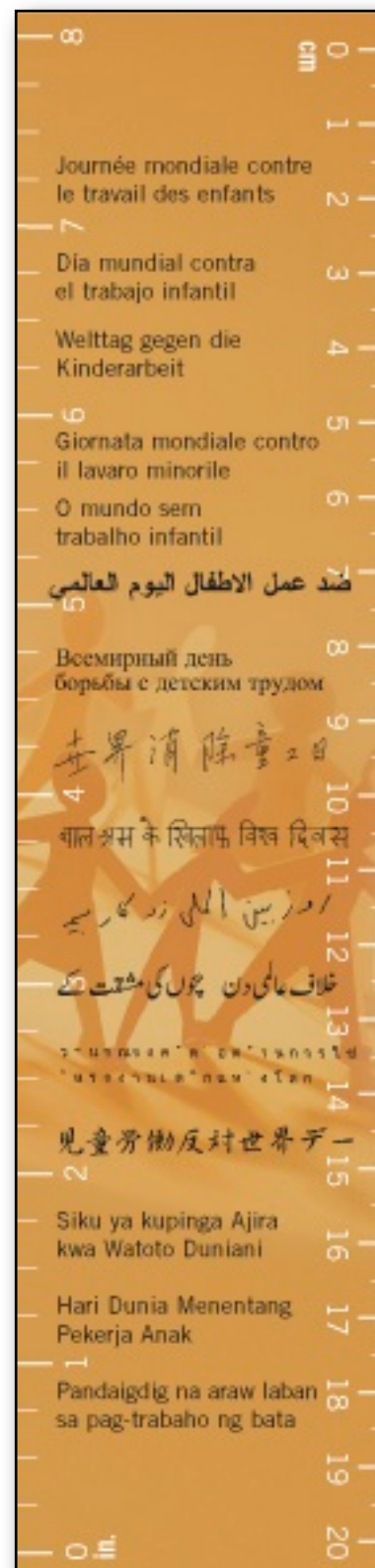
World Day Against Child Labour, 12 June 2006

ILO-IPEC's home page for the World Day Against Child Labour 2006 provides further information and links on the issues surrounding child labour. In addition, the new Global Report entitled "The end of child labour: Within reach" and other related information can be found at: www.ilo.org/childlabour

SCREAM Stop Child Labour Education Pack – Supporting Children's Rights through Education the Arts and the Media, ILO-IPEC

This community-based education and social mobilisation programme will provide teachers and educators with further activities to conduct with a wide range of age groups of children. Further information and the education modules themselves are available in download format from:

www.ilo.org/scream



Child Labour: An Information Kit for Teachers, Educators and their Organisations, ILO-IPEC

Teachers, educators and their organisations are key partners in the international effort to eliminate child labour. This information kit is designed to raise awareness of the nature and effects of child labour and to instil a sense of commitment and motivation to inform others and take action in the classroom and within teachers' organisations. The four modules in this kit can be downloaded from the ILO-IPEC Information Resource Centre:

www.ilo.org/public/english/standards/ipec/publ/index.htm

ILO-IPEC Fact Sheets on Child Labour

A series of detailed fact sheets on child labour issues are available in download format from:

www.ilo.org/public/english/standards/ipec/about/factsheet/index.htm

A special request from ILO-IPEC and EI to all teachers and educators

If you use this brochure (and we hope you will) in order to conduct an activity related to Child Labour with your students, then we would like to hear from you.

Please send us details of your activities with any supporting material e.g. what you have written or photographs of the activity.

Please also let us know if you and your students would agree to us using such material in official documentation and promotional supports, such as our web sites. Our contact details are included in this brochure.

Please accept our sincere thanks for your support and that of your students – it all helps and does make a difference!