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International
Labour
Organization

World Day Against Child Labour Activities

A resource for teachers and educators



*Give girls
a chance*

End
Child Labour

12th June 2009:

World Day Against Child Labour



DECENT WORK

90 years working for social justice
A better world starts here

Youth in action: you can make a difference!

2009 marks the 10th anniversary of the adoption of the landmark International Labour Organization (ILO) Convention No. 182, which addresses the need for urgent action to eliminate as a priority the worst forms of child labour. This activity aims to stimulate discussion on child labour, international instruments on the issue and to prepare young people to share their knowledge with their peers and become advocates in their schools and communities.

Begin the activity by asking...

- What do you understand by the term 'child labour'?
- What does it mean to you?

Encourage students to tell you what they already know about child labour, what they have heard from others, learned from television, perhaps even experienced themselves in some form or other. Note the various points on a blackboard or flipchart. Be sure that the group understands the distinction between acceptable forms of work for children and child labour and the major causes and consequences of child labour. You can stimulate the discussion with a few questions, such as:

- What age of a child are we thinking of when we talk about child labour?
- Are there differences between what girls and boys do and the way they are treated?
- What sort of work are we talking about?
- Where does child labour exist? In which countries and regions of the world?
- Are child labourers paid? Do they go to school?
- Why does child labour exist?
- How does child labour harm children?

Start the next step of the activity by... explaining what an international convention is: International conventions are agreements between States drawing up rules of behaviour that should apply in all countries. These agreements are usually developed in the context of the United Nations or other international organizations. Conventions adopted by the International Labour Organization (ILO) have been voted on by governments, employers' and workers' organizations. Governments that ratify these Conventions are obliged to incorporate them into their own legislation and practice and make sure that the laws are applied and respected.

Ask the group if they are aware of any international conventions. Some will have heard of the UN Convention on the Rights of the Child. Introduce them to the two major Conventions on child labour:

- ILO Convention No. 138 on Minimum Age
- ILO Convention No. 182 on the Worst Forms of Child Labour.

Explain that the Convention No. 138 sets out clear guidelines for governments to define the minimum age at which children should be allowed to work. It states that children should complete compulsory education before being allowed to work.

Next you should turn to ILO Convention No. 182, which is the focus of this activity. Explain that this Convention was designed to tackle child labour more specifically by focusing first on its worst forms, including the use of a child for prostitution, the use of children in armed conflict, drug trafficking and dangerous work.

The full text of the Conventions can be found on the website: www.ilo.org/ipec/Action/Legal/Conventions. Child friendly versions are available on the community portal on child labour: www.12to12.org and the above-mentioned website.

Ask the participants to form groups of 4-5 to undertake some research on child labour, focusing on its worst forms, and to come up with a creative way of presenting what they have learned to other young people in their school or community. Some could focus on the situation of girls.

Refer them to the websites mentioned above and encourage them to look for information in the school or local library. Ask them to reflect on the following questions:

- Why is it so important that governments ratify and apply ILO Convention No. 182?
- Why are advocacy and social mobilisation so important in order to achieve the elimination of child labour?

Point out to the group that in spite of all the efforts undertaken around the world to fight this issue, child labour continues to be a problem and thus we need more than ever the help and support of everyone to join together in the global effort to eliminate it.

The young people must be challenged and supported to come up with insightful, creative ideas to capture the attention of their peers in their community in the build-up to the World Day Against Child Labour on 12 June. For example, they can present their findings using drawings, a role-play, a collage or a poem. Visit the portal on child labour to see what other schools have done.

After the groups have presented their findings to each other... ask the School Principal if they can organise an assembly to share what they have learned with the other school students.

For more information and activities on child labour, refer to the IPEC's SCREAM (Supporting Children's Rights through Education, the Arts and the Media) education pack, which is available in 15 different languages at: www.ilo.org/scream. The modules *Basic Information*, *Research and Information and Debate* will be particularly useful to draw on for this activity.



A 24-hour clock of a girl and a boy child labourer

This activity is related to gender roles in the specific context of child labour. It explores differences between boys and girls in terms of how they spend their time over the course of a day, specifically examining work performed by girls and boys both inside and outside the household and highlighting differences in their tasks, working hours and wages. The activity involves building a profile of both a girl and boy child labourer. You will need images and stories of boy and girl child labourers, a large sheet of paper and pencils or pens.

Begin the activity by asking... everyone to think about how they spend their time and what things they do every day. They should list some examples, such as going to school, spending time with friends, going shopping, etc.

Ask them to draw a 24-hour clock of themselves by drawing a large circle and dividing it into 24 equal sections as though they were slicing a cake. Remember that the first 12 hours of the day will only fill the first half of the circle rather than the whole circle, as on a normal clock face. Then, they should fill in the segments of their clock, showing the amount of time spent doing various activities over a typical 24-hour period. The size of each section will depend on the amount of time spent on that activity. For example, 7 a.m. wake up, 7.15 a.m. eat breakfast, 8.00 a.m. dress and wash, etc. When they have finished, ask them to compare their clock with the clocks of those around them. Promote a discussion on any major differences between the clocks in terms of work, responsibilities, leisure time and other activities. Are these differences good? Are there things that they would like to change?

Start the next step of the activity by... developing a 24-hour clock of a child labourer. Ask the participants to form groups of 4-5. Give each group two images of child workers, a boy and a girl. Read out a short profile of the child workers, outlining where they come from, what kind of work they do, and other information to give the groups a broad overview of the boy and girl child workers. Use the child labour stories and images that are available on these websites: www.ilo.org/ipec and www.12to12.org.

Encourage the groups to build a profile of the boy and the girl based on the information given and other questions such as the following:

- How old do you think he or she is?
- Does the child live in a rural or urban setting?
- Under what circumstances is the child working?
- Does the gender of the child have an influence on the type of work he or she does?

- Does the child go to school?
- Does the boy or girl spend any time helping out at home?
- Does the child have any brothers or sisters?
- Does he or she look after younger siblings?
- Does the child earn money for the work he or she is doing?

Explain to the groups that they should imagine everything that this child does in a typical day, list the activities on a piece of paper and then develop a 24-hour clock, as they drew for themselves. Activities that are carried out simultaneously, such as minding younger siblings and working, can be noted within the same segments.

When the clocks are completed, pin them up in a central location for all to see and encourage a discussion using questions such as the following:

- How do the boy's and girl's clocks compare?
- Whose day is the busiest?
- How do the girl's and boy's schedules affect their education?
- Is the boy or girl more likely to attend school?
- What are the potential consequences (short and long term) of their work?

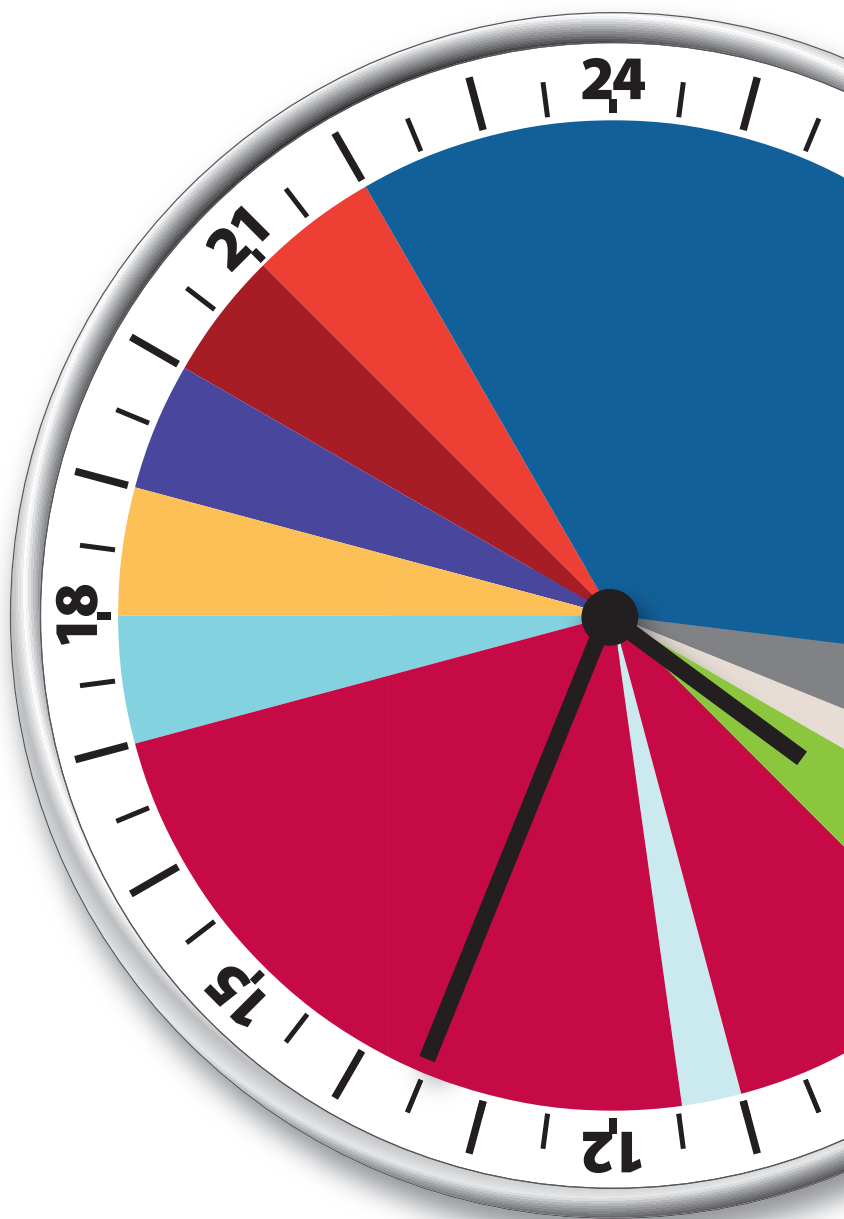
Finish the session... with a discussion about domestic work, the commercial sexual exploitation of children, the use of children in armed conflict and other types of child labour that many girls and boys are involved in worldwide.



For background information, visit the ILO's International Programme on the Elimination of Child Labour (IPEC) online information resources: <http://www.ilo.org/ipec/Informationresources>

Reference: Adapted from activity 2 in: IPEC: *Gender Equality and Child Labour: A participatory tool for facilitators* (Geneva, ILO, 2005).

A 24-hour clock of a girl



and a boy child labourer



Sleep



Wake, dress, wash, help
mother with chores



Empty latrine



Walk to shoe factory, clock in



Work putting glue on leather
soles



Break, run to market
Get some bread



Walk home with friends



Collect siblings from street &
bring them home



Help prepare evening meal,
mother goes to work



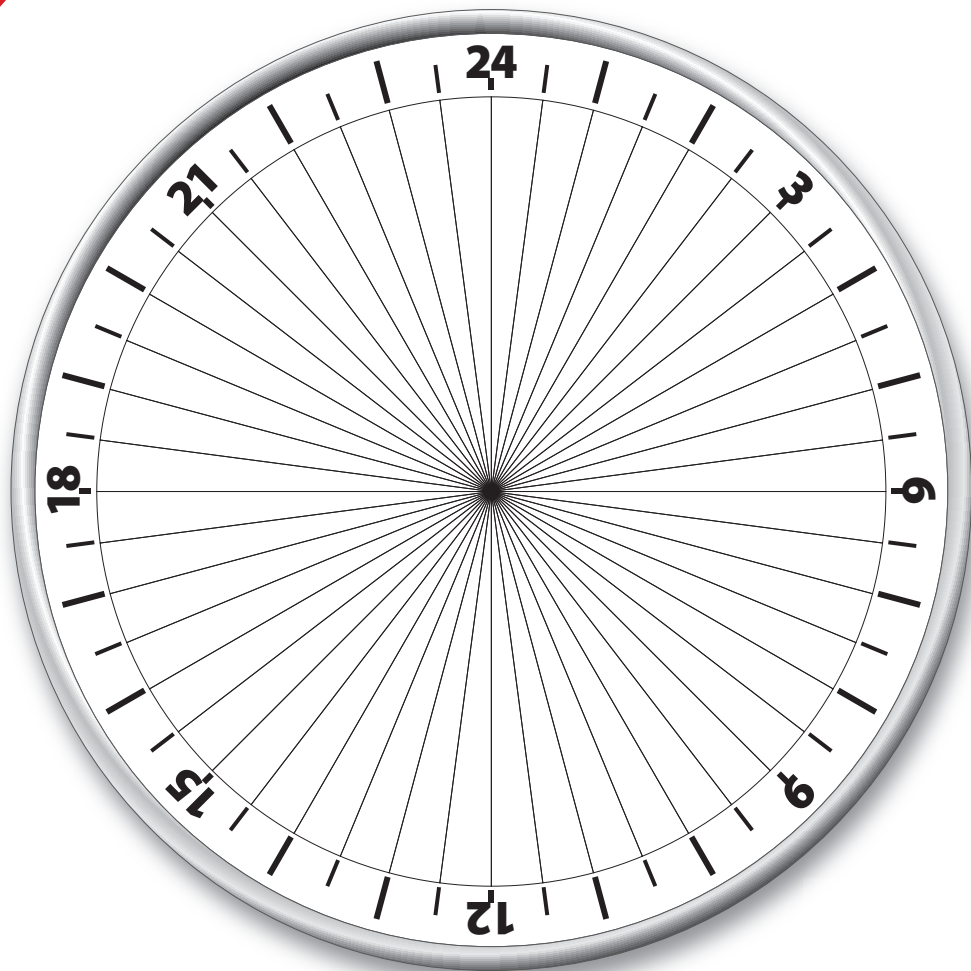
Bring water for house



Take a wash and prepare
siblings for bed

Photocopy master

A 24-hour clock of a girl and a boy child labourer



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