

Trade Unions *&* **Child Labour**

Booklet I

Guide to the Booklets

Developing National and International Trade Union Strategies to Combat Child Labour
Project INT/96/M06/NOR

Bureau for Workers' Activities
INTERNATIONAL LABOUR OFFICE

This booklet is one of seven booklets in the series "Trade Unions and Child Labour". The booklets were produced in the year 2000 as part of the ILO/ACTRAV project, *Developing National and International Trade Union Strategies to Combat Child Labour* (INT/96/M06/NOR), sponsored by the Government of Norway.

The series of booklets comprises:

- 1** Guide to the Booklets
- 2** Union Policies and Action Plans to Combat Child Labour
- 3** Fact Finding and Information about Child Labour
- 4** Campaigning Against Child Labour
- 5** Collective Bargaining to Combat Child Labour
- 6** Using ILO Standards to Combat Child Labour
- 7** The Tripartite Structure to Combat Child Labour

Publication does not constitute an endorsement by the ILO. You are invited to copy, excerpt, adapt and translate the material for non-commercial purposes, and to make them appropriate for your education and training activities. The ILO, however, does not accept responsibility for such republication.

Please acknowledge the source and send a copy of the reprint to the Bureau for Workers' Activities, ILO.

While every effort has been made to contact the copyright holders for materials reproduced herein, we would be happy to hear from any unacknowledged source.

Be aware that the song "My Rainbow Race" at the end of this booklet is covered by copyright to SANGA MUSIC, INC.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office.

For more information about the project, please contact:

Bureau for Workers' Activities
International Labour Office
4, route des Morillons
CH-1211 GENEVA 22
Switzerland

E-mail: actrav@ilo.org

<http://www.ilo.org> (ACTRAV/General Activities/Child Labour)

Preface

The fight against child labour belongs to everyone. Governments, employers, trade unions, international organizations, teachers, social workers, parents, children themselves, experts and civil society organizations must all play their role.

Trade unions have a particularly unique and important role to play, and these new materials from ACTRAV emphasize this fact. This is not a new issue. As is pointed out in the booklets, in the 19th century trade unions campaigned for some of the earliest laws passed against child labour.

ACTRAV's priorities are guided by the Workers' Group of the Governing Body of the ILO. The Workers' Group considers the elimination of child labour as one of its highest priorities. Therefore, the active participation of workers' organizations in ILO activities is of paramount importance.

There are a number of ways in which the ILO works against child labour, and trade unions can be involved in all of these.

First of all, through campaigning. The ILO campaigns for the ratification of Conventions No. 138 and No. 182 (and indeed all the ILO core conventions). The ratification rate for Convention No. 182 on the Elimination of the Worst Forms of Child Labour, adopted by the ILO in 1999, is encouraging. Trade unions, of course, played a key role in working towards the adoption of this Convention. Those countries which have not ratified it, need to do so. Those countries which have ratified the Convention, need to put into place the necessary instruments to implement it. In these booklets trade unionists will find guidance on the Conventions and their significance.

Secondly, through IPEC. In 1992, the ILO established the International Programme on the Elimination of Child Labour (IPEC) which is funded by several member States of the ILO. Trade unions, as equal partners with governments and employers, should be closely involved in deciding IPEC priorities at national level through tripartite national steering committees and through IPEC supported projects where appropriate. The booklets give guidance on how IPEC works, and how unions can be involved in this work.

Thirdly, through SIMPOC. To facilitate the collection of accurate data on child labour, the ILO created the Statistical Information and Monitoring Programme on Child Labour (SIMPOC). It aims to improve the information base and data collection methodology on child labour. Trade unionists, with their unique knowledge of the world of work, can contribute to the information gathering which SIMPOC undertakes with governments.

There are also ways to work against child labour which the ILO or governments cannot undertake. These lie within the specific sphere of trade unions.

Collective bargaining has, perhaps, been overlooked as a means of fighting against child labour. One booklet in the series gives some examples on how it has been used, and provides guidance and encouragement to use this mechanism even more.

Apart from collective bargaining, unions have, since their formation, been engaged in campaigning. Trade unions can proudly point out their role in campaigns against such evils as apartheid, as well as campaigns for equal pay, and for safety in the workplace.

Trade unions work for social justice, not charity. Child labour is not an accident, nor is it a relic from the past which will gradually diminish. Child labour is growing, and it is growing because of social injustice and inequality. Child labour will decrease as social justice increases. This may not be a comfortable message for many, but it is a point which trade unionists should not be afraid to make in their campaigns. One of the booklets deals specifically with campaigning against child labour.

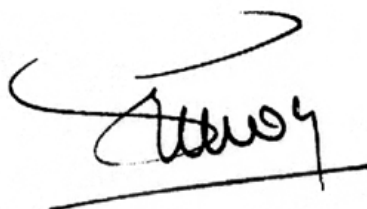
ACTRAV sees workers' education as an important tool for trade unions, and it is equally the case with child labour. In workshops and study circles, child labour can become part of the curriculum of trade union education departments. One booklet provides advice on how this can be achieved.

We are grateful to the Royal Norwegian Ministry of Foreign Affairs which has supported ACTRAV through the project *Developing National and International Trade Union Strategies to Combat Child Labour*, INT/96/M06/NOR, through which these booklets have been produced. The Royal Norwegian Ministry of Foreign Affairs is also funding a "sister" project on child labour with teachers' organizations on training and education to combat child labour, *Action Against Child Labour Through Education and Training*, INT/98/M10/NOR, as well as a project for employers administered in ACT/EMP. Taken together, these projects promote the principle of tripartism in the fight against child labour.

The child labour problem may seem so vast and complex that one reaction might be to say: "What can we do?" These booklets represent at least part of the answer. We hope you will be encouraged by the many examples of trade union action against child labour. To underline the point - trade unions have a unique role in the fight against child labour. Our aim through these booklets is to promote action by trade unions in developing their policies, plans and action against child labour.

Finally, I would like to thank Ms. Else-Marie Osmundsen, the project Chief Technical Adviser, and Ms. Lene Olsen, Associate Expert, for their role in producing these booklets.

Geneva, 2000



Manuel Simón Velasco
Director
Bureau for Workers' Activities
International Labour Office

Table of Contents

Preface	iii
Introduction to the Guide	I
About the Booklets	4
– Booklet 2 - Union Policies and Action Plans to Combat Child Labour	4
– Booklet 3 - Fact Finding and Information about Child Labour	5
– Booklet 4 - Campaigning Against Child Labour	5
– Booklet 5 - Collective Bargaining to Combat Child labour	6
– Booklet 6 - Using ILO Standards to Combat Child Labour	6
– Booklet 7 - The Tripartite Structure to Combat Child Labour	7
Hints on How to Use the Booklets	8
◆ Using the booklets in daily work and daily life	9
– Activities on campaigning	13
◆ Integrating child labour issues into other education programmes	14
– Occupational safety, health and environment	15
– Labour standards	17
– Collective bargaining	19
◆ Using the booklets in a workshop	20
– Draft programme for a workshop	21
◆ Using the booklets in study circles	29
List of Project Publications on Child Labour	31
List of Campaign Materials available from IPEC Headquarters	33

Introduction to the Guide

Photo ILO/J. Maillard



The decade of the 1990s began and ended with two significant international conferences: the 1992 Rio Conference on Environmentally Sustainable Development and the 1999 International Labour Conference which adopted Convention No. 182 on the Worst Forms of Child Labour.

There is a close relationship between these two issues which have been so prominent on the international agenda. Environmentally sustainable development can only be effective when sustainable policies are enacted: such as fair labour practices and respect for workers' rights.

Sustainable development has been defined as:

"Development that meets the needs of the present without upsetting the ability of future generations to meet their own needs"

Clearly, child labour prevents the next generation of adults meeting their needs - if children are obliged to work and miss school, they will reduce their potential to earn and contribute to society as they will lack literacy and other key skills.

Child labour has rightly been called "robbing the future".

ACTRAV, the Bureau for Workers' Activities in the ILO, has been involved in both issues - environmentally sustainable development and child labour - through supporting trade unionists to develop their own independent capacity for policy making and action.

Currently, ACTRAV has two major projects dealing with child labour:

1. The project *Developing National and International Trade Union Strategies to Combat Child Labour* has as its main objective to strengthen the ability of trade union organizations to start the process of developing trade union policy and action plans to combat child labour.

Photo G. Palazzo



2. The main objective of the project *Action Against Child Labour Through Education and Training* is to mobilize teachers, educators and their organizations to launch campaigns against child labour at local and national levels.

The first of these projects has produced the present set of booklets, *Trade Unions and Child Labour*.

In its initial phase, the project focused on close cooperation with the International Trade Secretariats (ITSs) and other international trade union organizations. Campaigns, awareness-raising workshops, research and action plans were carried out, and some of this work is referred to in these booklets.

The activities generated by the project assisted trade unions to mobilize and prepare for the discussions within the International Labour Conference in 1998 and 1999, leading to the unanimous adoption of Convention No. 182.

During the second phase of the project, national centres of trade unions were approached in order to start the process of awareness raising, policy making and action planning.

Just as with the question of environmentally sustainable development, trade unions have asked for materials dealing with the issue of child labour *from the specific point of view of workers and their organizations*.

These materials and supporting programmes are designed to help trade unions to understand and develop their own specific role in relation to child labour. In particular, trade unions have asked for support in drafting policies and action plans, and assistance to participate in the work of IPEC.



The booklets were produced through a collective process by trade unionists themselves. Draft booklets were prepared and sent out for comments to many trade union organizations and used in several workshops in Africa and Asia. They were then revised in the light of this feedback at a small workshop in Geneva. Further revision took place before a final editing process.

We would like to acknowledge the contributions of Mr. Stirling Smith, who has been involved throughout the process in writing the materials; Ms. Indira Saxena and Mr. Tobias Assenga who attended the Geneva workshop; Ms. Paula Robinson for revising the materials; and many trade unionists in Asia and Africa who attended project workshops and commented on the materials; the international trade union organizations who took the time to give valuable comments on the draft materials; ILO colleagues at Headquarters and in the field, and especially colleagues in the Bureau for Workers' Activities, IPEC and NORMES; and the ILO Turin Centre for illustration, layout and printing.

We also acknowledge Mr. Pete Seeger for letting us use his song "My Rainbow Race"; Mr. Ray Korona for his song "We will have dignity"; Mr. Mike Soanes for his song "Sweet life"; and Ms. Sharon Perez-Abreu and Mr. Michael Hurwicz for providing us with the text and music to the traditional Mexican folk song "De Colores".

In addition to these booklets, the project has also produced a number of other publications - technical papers, research studies on child labour in tourism, child labour in agriculture, child labour in domestic work, and campaign materials such as videos, posters, stickers and leaflets.

In developing these booklets, our aim has been to encourage and support workers and trade unions to make a special and distinctive contribution to the question of child labour, and in this endeavour we hope you find these materials useful. The ILO Bureau for Workers' Activities is interested in keeping the flow of information going with trade unions around the world. It would therefore be most appreciated if you could find time to keep ACTRAV informed about your trade unions' involvement in child labour issues.

We wish you all success in your future work and struggle to eliminate child labour.

Geneva, 2000



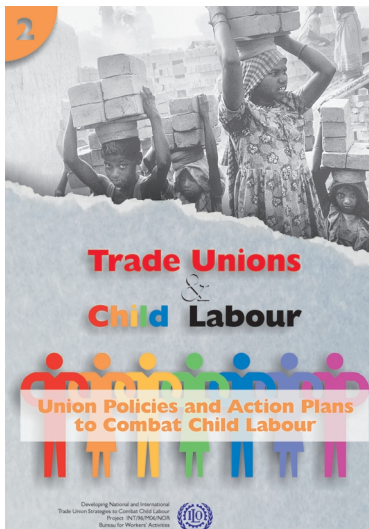
Lene Olsen
Associate Expert
ACTRAV
International Labour Office



Else-Marie Osmundsen
Chief Technical Adviser
ACTRAV
International Labour Office

About the Booklets

Booklet 2: Union Policies and Action Plans to Combat Child Labour



- ✓ Provides an understanding of child labour as a trade union issue.
- ✓ Provides a framework for trade union action.
- ✓ Assists in the development of trade union policy.
- ✓ Supports the process of establishing priorities and drawing up action plans.

This booklet "sets the scene" and introduces the issue of child labour. The definitions of child labour are discussed, and the different forms which it takes, are described. The booklets also deals with the causes of child labour. In particular, while not dismissing the relationship between poverty and child labour, the booklet offers other reasons for the persistence, and even growth of the child labour problem in the world today. Trade unionists may have a different view of the causes of child labour than other groups.

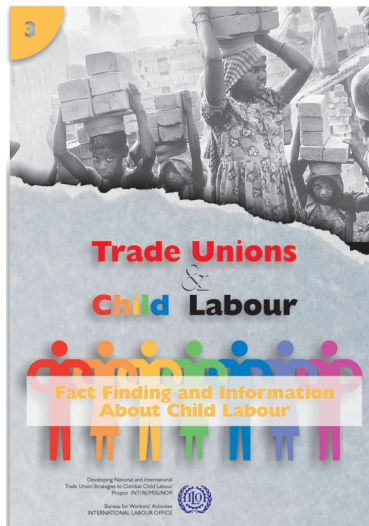
When some employers use child labour to undermine wages and conditions and avoid trade unions, they undermine the efforts of employers who act in a socially responsible manner. Taking this theme forward, the booklet emphasizes the reasons why trade unions must fight child labour, and their special role in that fight.

The importance of trade unions developing policies on child labour is outlined, and extracts from some trade union policies are reproduced.

Finally, a wide range of examples of trade union action against child labour are given.

This booklet is the "foundation stone" on which the whole set of booklets rests. It is the basis for many of the activities trade unions will carry out. You will find it helpful to study it first. The other books will help to facilitate the various plans and policies which you will work out as a result of using booklet 2.

Booklet 3: Fact Finding and Information about Child Labour



- ✓ Provides information on where to obtain existing data on child labour.
- ✓ Provides information on methods trade unions can use to compile their own data.
- ✓ Provides guidance on information needed for action.

Serious action by trade unions on child labour must be based on reliable information. This booklet provides an introduction to the systematic collection of information.

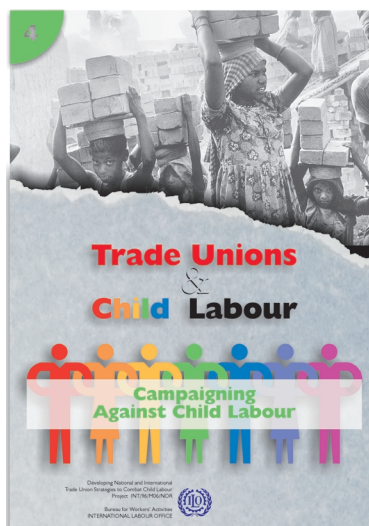
The booklet begins by identifying the sources of information already available and some of the questions to be asked.

The booklet then goes on to outline the steps to be taken by unions in fact finding or information gathering. Two examples of how trade union organizations have gone about this task are given - one by an international trade secretariat and one by a national centre.

The ILO has a special programme to improve the information base and data collection on child labour, called SIMPOC - Statistical Information and Monitoring Programme on Child Labour. SIMPOC's work is explained in the booklet.

Finally, the booklet emphasizes what trade unions can do with the information they collect.

Booklet 4: Campaigning Against Child Labour

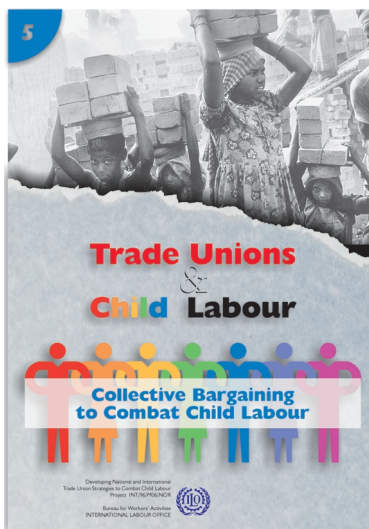


- ✓ Provides information on campaign issues and different levels of action.
- ✓ Provides guidance on developing sustainable campaigns.

This booklet provides advice on how trade unions may campaign against child labour. Trade unions have a wide experience in campaigning, and the methods used vary from country to country and from industry to industry, therefore the booklet does not try to provide a single campaign model - it is up to trade unions to plan their individual campaigns.

Examples of campaigns from a number of trade union organizations are given. The booklet also contains hints on setting up a campaign team, and on how to use the media to promote your campaign.

Booklet 5: Collective Bargaining to Combat Child Labour



- ✓ Explains how trade unions can use collective bargaining to combat child labour.
- ✓ Makes sure that trade unions understand the different levels of trade union activity.
- ✓ Ensures that trade unions will have the tools to take action in the area of collective bargaining at their level of participation.
- ✓ Provides information on other international initiatives.

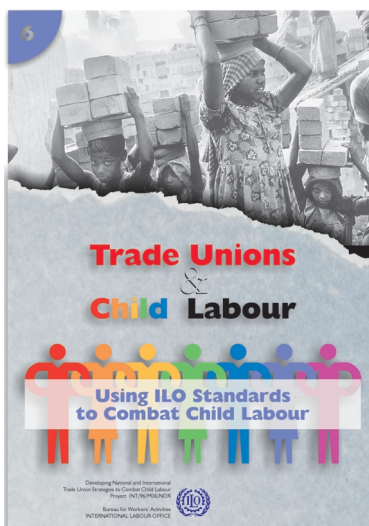
Collective bargaining is, of course, one of the core tasks that trade unions engage in. If we can apply collective bargaining to the child labour problem, that will be a powerful weapon.

This is a fast-developing field of action. In particular, the international trade union movement has focused on obliging multinational companies in sectors where there is an extensive use of child labour, and where there is considerable global trade, to agree on verifiable framework agreements or codes on labour issues. Union policy on these developments is presented.

Other developments, including the Social Clause and social labelling, are also presented.

Finally, guidance on the content of collective agreements on child labour is given, with example from collective agreements.

Booklet 6: Using ILO Standards to Combat Child Labour



- ✓ Provides an introduction to international labour standards, in particular the core standards.
- ✓ Provides specific guidance for the use of the two main ILO child labour conventions.
- ✓ Introduces the other international instruments that can help in the fight against child labour.

"International Labour Standards" are a technical subject, and might not always be easy. But we ask you to persevere with this booklet, as use of these ILO standards is important in the fight against child labour.

Standard-setting is one of the ILO's main instruments in combating child labour. The first International Labour Conference, held in 1919, adopted a convention on child labour, the Minimum Age (Industry) Convention, No. 5.

Today the most relevant conventions dealing with child labour are the Worst Forms of Child Labour Convention, No. 182, and the Minimum Age Convention, No. 138. The different emphases of these two Conventions and their contents are explained, and the system of adoption, ratification, reporting and complaining is outlined. The full texts of the two Conventions are also included.

Booklet 7: The Tripartite Structure to Combat Child Labour



- ✓ Ensures understanding of the role of the social partners in combating child labour.
- ✓ Explores the question of building alliances and networks with other groups concerned to combat child labour.
- ✓ Informs about the specific ILO departments and their activities to combat child labour.

This booklet is about the other partners trade unions may work with in order to combat child labour. These include governments, labour inspectorates, employers, other trade unions, including teachers' trade unions and civil society organizations. Suggestions on working with all of these actors are provided. The work of the ILO on child labour is also detailed, particularly the International Programme on the Elimination of Child Labour.

Tripartism is an important mechanism to use in order to eliminate child labour.



Hints on How to Use the Booklets

Photo ITCILO/G. Brandi

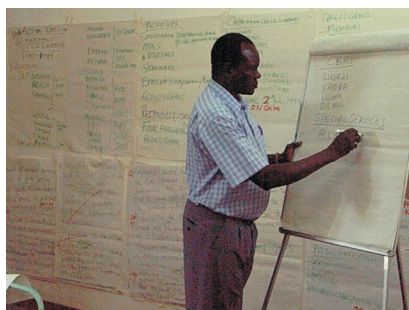


Here are a few suggestions on how to use the booklets. You may of course think of additional ways to use them. Do whatever is needed to adapt them to your local situation.

You should also consider including the booklets in your union's education programmes:

- ✓ **Awareness raising.** It is generally agreed that this is one of the initial forms of action to be taken when dealing with child labour. Union activists and members need to be better informed about the scale of the problem, debates about policies, types of actions, etc.
- ✓ **To debate and implement union actions.** While the union leadership must take a lead, it is very important to ensure that the union grass-roots are also involved in formulating plans and carrying them out. Education is the key tool in ensuring this.

Photo ILO/ACTRAV/Child Labour Project



The booklets follow a sequence, but you can also use or read a single booklet. For example, if a tripartite seminar or conference has been organized on the new ILO Convention No. 182 on the Worst Forms of Child Labour, you could use Booklet 5, *Using ILO Standards to Combat Child Labour*, to prepare for the meeting.

There are discussion points throughout the booklets, and suggestions for drawing up plans to take action to combat child labour. This is very important. *The booklets are a tool kit, to help trade unions draw up plans to combat child labour.*

Please keep using them.

- ✓ Use them as information in discussions in union meetings, in your National Executive, etc.
- ✓ Use them to help you draft a press release. Use them to prepare a speech.
- ✓ Use them to campaign for ratification of Convention No. 182 on the Worst Forms of Child Labour.

USE THEM!

Using the booklets in daily work and daily life

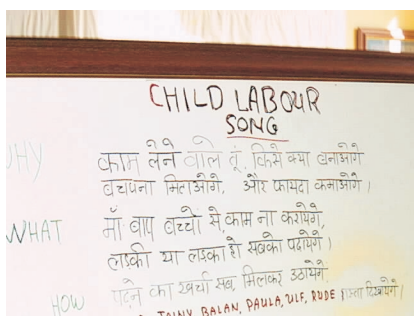
There are a number of ways the booklets can be used in daily working life.

- ✓ **During work breaks**, union activists could look at some points and use these to stimulate discussion among workers. Please refer to the **discussion points** in each booklet.
- ✓ **In union meetings**, whether during or after work, parts of the booklets could be **copied and distributed**.
- ✓ **In communities** where workers live, where there are social, cultural or other activities supported by the union or union members, the booklets could be used in informal adult **education**.
- ✓ **A role play** requires a small group to act out a situation. The group selects who will play each part, and a short brief is available for each "actor". A role play could be between a union activist and a member who employs a child as a domestic servant, for example. Or between a union member and a worker who sends his/her daughter to work. These plays could be acted out at the workplace.
- ✓ Organize an **exhibition** on child labour, or on the involvement of the trade union in the fight against child labour. You may also consider setting up a stand during exhibitions or gatherings organized by others. The trade union may also organize **petitions** against the use of child labour, or, as the Youth Committee of Hind Mazdoor Sabha did during an annual exhibition – ask visitors to sign a "pledge letter" not to use child labour, or to support anti-child labour activities.
- ✓ Produce **posters, songs or poems** on child labour and display them or sing them at work.

Photo IPEC



Photo ILO/ACTRAV/Child Labour Project



"WE WILL HAVE DIGNITY"

This song was written after a visit to Thailand by Mr. Ray Korona. He met labour organizers, teenage women, who had lost cousins, brothers and sisters in a toy factory fire. These girls were eager to tell their stories about the factory. They explained that they had nothing more to lose. The only thing they wanted now was dignity, and therefore, despite the tragic accident, the author wanted to write the song on a positive note.

Verse

*I'm young, just in my teens, I make toys here in Thailand—
The pig lady and the big ears mouse; you'd think this is fairyland.
But the bosses are in your face. They push and yell all day.
They need more toys somewhere far away. And you can't live on what they pay.*

Chorus

*But we will have dignity.
Tear down this misery.
The world will hear our song.
We're growing strong.*

Verse

*One Monday afternoon, there were screams in the factory.
The whole building consumed by flames— doors locked for security.
In that cruel, cheap fire trap, two hundred workers died.
The broken toys and broken people strewn all over side by side.*

Repeat Chorus

Bridge

*And we're fighting back.
Petitions and boycotts will carry us through.
They'll all know that this world is our world too.*

Verse

*Across the seas a land where these dolls find a family.
And the children get to go to school. They don't work in a factory.
There are unions that struggle for better pay and safety.
We'll never rest until the day all people live in dignity.*

Repeat Chorus

We are grateful to Mr. Ray Korona, author and composer of this song, for giving us permission to use it in our project work. The song has been recorded by the Ray Korona Band. For more information about this CD, please consult <http://www.raykorona.com>

Photo G. Palazzo



- ✓ Invite a group of outside resource persons to speak on child labour at a union meeting. The **panel** should be carefully chosen, not only for their knowledge of child labour, but also for their ability to speak clearly to a trade union audience. Panels should include a trade union officer. Each member may make a short statement on child labour. Then union members can ask questions or give their response to the panel.
- ✓ Organize a visit to a workplace/community to gain first-hand experience or observation of child labour. A **field trip** needs to be carefully prepared. Background information about the site should be presented to participants in advance. A person with first-hand experience of the site should be on hand to brief participants and accompany them on the field trip.
- ✓ Look for **case studies/examples** of good practices. Some unions or workplaces may have already tackled the child labour problem. It may be helpful if the union or a group of members could study how others have approached the problem; see what methods have or have not proved successful; and if these methods could be applied to your local situation - whether this is a workplace problem for negotiation or a campaign strategy, for example. It may help to prepare a checklist to record your findings.



Photo ILO/ACTRAV/Child Labour Project

Checklist for a Case Study

Title of the case:

Aims and objectives of the activity:

Description of the case study:

- ✓ Target group (what union, level, area, setting, etc.).
- ✓ Subject (what child labour situation to be improved).
- ✓ Status (detailed description of strategy):
 - ◆ preparations;
 - ◆ starting date;
 - ◆ stages of activities;
 - ◆ duration.

Institutional framework:

- ✓ What was the background of the case?
- ✓ Who initiated the case?
- ✓ How was the case/activity managed?

Budget and financial sources:

- ✓ What was the budget for the case/activity?
- ✓ How was it funded?

Results:

- ✓ What were/are the results of the activity in relation to its aims?
- ✓ What actions/results did the activity lead to? (For instance, improvements of children's school attendance, job creation for adults, new legislation or guidelines, increase in membership, acknowledgement of union work, etc.)

Assessment of the procedures:

- ✓ What worked or did not work?
- ✓ What could have been done to achieve better results during the process?
- ✓ Is there a need for follow-up? If so, give a short description.



- ✓ Launch a **campaign**. The aim of campaigning is to challenge attitudes and to alter a trend. Campaigns, demonstrations and large public meetings are ways of reaching people with your message. Banners, posters and hand-outs could be used to denounce a local problem and to inform on the means to remedy it to a wide audience. In order to carry out a campaign you will need initial planning and discussions about which campaigning materials to develop.

Activities on campaigning

We can distinguish between two "targets" for campaigning: one we can call "external", aimed at governments, the general public; the other is "internal", the union's own membership. The first activity here is aimed at the "external" groups, the second one at union membership.

You may do these activities in a workshop or in a meeting during lunch break or after working hours. You may also negotiate with your employer to do such activities during working hours.

Activity:	Planning your Campaign: the Next Steps
Aim:	To plan your ratification campaign.
Task:	<ul style="list-style-type: none"> ✓ In your group, draw up a report on how the union may campaign for ratification of Convention No. 182 (and Convention No. 138 if not already ratified.) It should cover the following stages: ✓ Present situation: Has the Government taken any steps, as is its obligation under the ILO Constitution? In your country has the ILO taken any action? ✓ What action should the union take now? ✓ What allies exist with whom you may join in the campaign for ratification? ✓ What about other national trade union centres (if any) in your country? Has there been any cooperation on this question? If not, is cooperation possible? (A joint union campaign will be much more effective.) ✓ If the ILO has not organized any action yet, can you approach them and ask for a tripartite workshop on Convention No. 182?



Activity:	Developing Campaigning Materials
Aims:	<p>To propose different campaigning materials.</p> <p>To draw up plans to make your union members aware of the child labour problem.</p>
Task:	<ul style="list-style-type: none"> ✓ Discuss what campaigns can be started immediately, and by whom. ✓ In your group, choose one way in which you would like to inform union members in your enterprise/area/industry about child labour. Groups should select different methods. ✓ Think about different types of campaigning materials, such as plays, stickers, pins, handouts, posters, bookmarks, T-shirts, banners, newspaper articles, etc.

Please refer to Booklet 4, *Campaigning Against Child Labour*.

Integrating child labour issues into other education programmes

It is not necessary to treat child labour as a separate topic in your union's education programmes. The booklets can be used to support a wide range of trade union activities. In addition to the discussion points in the booklets, you may find some of the education programmes on the following items suitable for integrating child labour issues:

- ◆ **Occupational safety health and environment**
- ◆ **Labour standards**
- ◆ **Collective bargaining**

Occupational safety, health and environment



Photo ILO/Ph. Lissac

A discussion on young workers can lead to a discussion on what is the difference between who are considered young workers and who are child labourers.

In a course on OSHE, it is important to discuss the situation of young workers, who are permitted by national legislation to work in your industry/workplace. Young workers may be at particular risk in the workplace because they lack experience and trained judgment. The new ILO Encyclopaedia of Occupational Health and Safety (4th Edition) also contains many references on this issue. Here is a checklist of some areas that must be taken into consideration when discussing the protection of young workers.

- ✓ Young people should not be required to undertake tasks where their lack of experience may put their own or other people's health and safety at risk. Such tasks should be clearly identified in the safety policy.
- ✓ Particular care should be taken when placing young persons in work involving the use of dangerous machinery or harmful substances. Young people are often more susceptible to health damage from exposure to toxic substances - although harmful effects may not appear until later in life.
- ✓ There must be proper arrangements for supervision. Work operations requiring constant supervision should be clearly identified - this may mean recruitment of more supervisors.
- ✓ Supervisors and first-line management should always be adequately trained in understanding the risks and control measures connected with the work young people are required to do.
- ✓ Every young worker should be given adequate health and safety induction training to explain the hazards of the job and precautions to be observed. Induction training should emphasize not only the young persons duty to co-operate, but also what they are entitled to expect from their employer and others. The union should be involved.
- ✓ Trade unions should encourage recruitment into union membership of all young people. They should also encourage them to become fully involved in issues on health and safety at work.
- ✓ Workplace hazards are not always obvious to young workers, and things which to them seem harmless fun can sometimes end in tragedy.

Activity:	Protecting Young Workers
Aim:	To think about hazards for young workers.
Task:	<p>✓ Young workers are at special risk. They may lack awareness of the hazards at work; their bodies may still be developing and they may be affected more severely by chemicals.</p> <p>Carry out a special inspection of the workplace, concentrating on young workers.</p> <p>Think about these questions:</p> <ul style="list-style-type: none"> ◆ Is special mention made of young workers in the safety policy? ◆ Are young workers represented on the safety committee? ◆ What special training arrangements are made for young workers? ◆ What special supervision arrangements are made for young workers? ◆ Do young workers receive additional health check-ups? ◆ Are all legal provisions regarding young workers complied with? ◆ Have any legal permissions required for young workers been obtained? ◆ Are young workers concentrated in particular departments/tasks? ◆ If so, why? Do these tasks have particular hazards for young workers legally employed? Should young workers be carrying out these tasks? ◆ Are they being exploited in these jobs? If so, could it be considered child labour?

Labour standards

A comprehensive training package is available from ACTRAV on *International Labour Standards: A Trade Union Training Guide*, 1998. It deals with all aspects of international labour standards (ILSs). To obtain a copy of this publication you should contact the Specialist in Workers' Activities in the nearest Multidisciplinary Team (MDT) of the ILO.

In a course on **international labour standards**, you may use the activity below to examine how national law could be revised in order to conform to the Convention. You may also use Booklet 6, *Using ILO Standards to Combat Child Labour*.

Activity:	Comparing the Convention and the National Law
Aim:	To help you compare the standards in Convention No. 182 and your present law.
Task:	✓ You will be asked to work in small groups. Each group will deal with different parts of the Convention. Compare the Convention's requirements to your present legislation. Quote the exact section or part of the law which corresponds, <i>if any</i> . It is possible that none of it will correspond to your national legislation. In the third column, suggest the rewording of existing clauses to be added or amended to your national legislation.

Convention No. 182 and your national law

Article of Convention No. 182	Provision in present national law	Changes required in national law to conform to Convention No. 182

A trade union course on **labour legislation**, or in a meeting of the union's legal department, could analyse how child labour law works in practice.

Activity:	Using Legislation on Child Labour
Aim:	To see how national legislation may apply to a child labour problem.
Task:	✓ In your group, discuss some of the child labour problems about which you have experience or knowledge. Select one of the problems and then, using the worksheet, find the relevant existing national law which might apply.

WORKSHEET ON USING LEGISLATION TO FIGHT CHILD LABOUR

Problem: Brief description.

Which laws could help? Which parts are relevant?

What are the standards required? Who is responsible for enforcement?

Action to be taken.

Collective bargaining

If your union has a national meeting or forum to determine collective bargaining strategy, you could use Booklet 5, *Collective Bargaining to Combat Child Labour*, to develop a strategy to include the issue in the negotiations. This activity would help a meeting or workshop draw up a draft clause or agreement.

Activity:	Drawing up a Collective Agreement
Aim:	To draw up clauses on child labour for a collective agreement.
Task:	<ul style="list-style-type: none"> ✓ In your group, draft clauses for a collective agreement which you could negotiate with employers. Choose the most appropriate level, taking into account those present.

The issue of **codes of conduct** is also dealt with in Booklet 5, *Collective Bargaining to Combat Child Labour*. Try to get some of the model codes issued by ICFTU and/or an ITS and/or a company, and compare them.

Activity:	Codes of Conduct
Aim:	To understand more about the different types of codes.
Task:	<ul style="list-style-type: none"> ✓ Work in small groups. Examine some of the codes produced by companies and the codes produced by ICFTU or an ITS. ✓ Look especially at the clauses concerning child labour and implementation of the code. ✓ Which version do you prefer? ✓ How might unions be involved in monitoring codes, even in enterprises where there is no union?

Using the booklets in a workshop

Photo ILO/ACTRAV/Child Labour Project



A programme for a two day workshop on *Developing Trade Union Policies and Action Plans on Child Labour* is presented here, but it is important to stress that follow-up to the workshop is important. Education is not an aim in itself, nor should a workshop be a substitute for action. Hence, we also propose follow-up actions.

The workshop is the start of a process, not the end of a process, nor is it complete in itself.

The workshop is therefore one event in a sequence:

✓ **Preparing for the workshop**

A small "working group", delegated the responsibility to address child labour issues, prepares for the workshop. Information gathering and fact finding might be useful in this preparation.

✓ **Workshop (2 days)**

✓ **Immediately after the workshop (2 days)**

The "working group", together with a few of the participants from the workshop, finalizes the draft trade union policy and action plans based on the discussions in groups and plenary during the workshop.

The group should also draft a work plan for the implementation of the action plans.

✓ **Follow-up activities**

The draft policy has to be approved within the relevant decision making body in the union.

✓ **Implementation of the action plans**

The "working group" should continue to carry on and coordinate the activities in order to implement the policy and action plans.

It might be that you think it is more convenient to carry out the workshop in a period of two and a half days – or three days. You might also want to add some items relevant to your local situation.

DRAFT PROGRAMME FOR A WORKSHOP

Developing Trade Union Policies and Action Plans on Child Labour

- Workshop Aims:**
- ✓ to start the process of developing trade union policy and action plans to combat child labour;
 - ✓ to draw up plans for follow-up actions after the workshop;
 - ✓ to propose campaigning materials (to be followed up in the post workshop).

WORKSHOP PROGRAMME		
Day One	✓ Welcome to the workshop	Speech (see draft after activities)
	✓ Introduction of participants	Activity 1
	✓ Briefing on workshop aims and methods	
	✓ "Views about child labour"	Group work: Activity 2 Plenary
	✓ Why is child labour a trade union issue, and what are the strengths of trade unions in order to combat child labour?	Group work: Activity 3 Plenary
	✓ Presentation of international labour standards on child labour "What are the priority areas that trade unions should deal with?"	Panel discussion
Day Two	✓ The problem of child labour today	Group work: Activity 4 Plenary
	✓ Developing action plans and strategies to implement trade union policies on combating child labour	Group work: Activity 5 Plenary
	✓ Formation of a working group in order to draft trade union policy on the relevant issues from activity 5 (Continues after the closing of the workshop)	
	✓ Evaluation	Group work: Activity 6 Plenary
	✓ Closing of workshop	

Note: detailed timing for this draft programme has not been given, as it can be decided by workshop organizers in accordance with local conditions.

DRAFT SPEECH

Dear Sisters and Brothers,

Any community which engages in child labour, robs itself now, and robs itself of a future. It robs itself now because if there is child labour, it follows that there is work to be done, and this means that the work done by children ought to be done by someone else.

The fight against child labour belongs to everyone. Governments, employers, trade unions, international organizations, teachers, social workers, parents, children themselves, experts and civil society organizations must all play their role in this fight.

Trade unions have a particularly unique and important role to play. Trade unions campaigned for some of the earliest laws passed against child labour already in the 19th century. Trade unions work for social justice, not charity. Child labour is not an accident, nor is it a relic from the past which will gradually diminish. Child labour is growing, and it is growing because of social injustice and inequality. Child labour will decrease as social justice increases. This may not be a comfortable message for many, but it is an issue which trade unionists should not be afraid to address in their campaigns.

In the ILO, the Bureau for Workers' Activities is guided by the Governing Body, and the Workers' Group considers the elimination of child labour as one of its highest priorities. The active participation of workers' organizations in ILO activities to combat child labour is of paramount importance.

There is a need for the trade union movement to work together at national and local levels in order to develop common policies and action plans in the fight against child labour. Some of the action plans may be implemented in cooperation with IPEC, and other parts of these plans may be implemented through other means.

Trade unionists are the ones who struggle in order to improve working conditions and strengthen workers' rights by collective bargaining; you know how to campaign; you know how to influence politically; you know how to strengthen dialogue with employers; and you know how to interact with other groups in society.

Teachers are one of the most important social partners in combating child labour. You are the watchdogs; you are the ones who know about school dropouts; you are the ones who know the families; you are the ones who know which children are not coming to school; you are the ones who can influence policy making on education; you are the educators, and thereby influence the future directly through the students who are in school - but you are also responsible for school attendance. These commitments and responsibilities have also to be shared by the rest of the trade union movement.

With the great experience and responsibility I know trade unionists bring forth in their work, I am convinced that this workshop will further strengthen future cooperation between different unions in order to build bridges and fight child labour through common actions and activities.

UNITY MAKES US STRONG!
SOLIDARITY GREETINGS.



Activity 1 Introductions

1

Aim: To get to know who is on the workshop.

Task: Participants will be asked to work in pairs. You should interview your partner, then introduce your partner to the rest of the workshop.

Some of the information you should find out:

- ✓ Name.
- ✓ Trade union.
- ✓ Place of work and type of job.
- ✓ Position in union (member, branch official, shop steward, etc.).
- ✓ Personal experience of child labour - their own, their family's, in their workplace/community.

It is not necessary to spend more than 5-10 minutes on the interview. It is not necessary to go too deeply into the last question on experience of child labour, as another activity will ask for a more comprehensive list, but personal experience may be useful.



Activity 2 Views about Child Labour

2

Aim: To discuss some common views about child labour.

Task: Look at these statements and discuss them in your group. For each one, decide whether you agree or disagree. You can also add and discuss any other statements you may think appropriate.

- ✓ We can never abolish child labour - the best we can hope for is to regulate it.
- ✓ Our country is too poor. We have to be more prosperous before we can think of removing child labour.
- ✓ Trade unions have a special role to play in the elimination of child labour. We can focus especially on forms of child labour in the workplace where we have a direct influence.
- ✓ Children benefit from work. It gives them experience of the real world, teaches them "to stand on their own feet" and makes them less of a burden to their parents.
- ✓ If you prevent children from working, their own families will suffer. They need the money.
- ✓ Children should be able to form and join trade unions so they can make decisions about their working lives.
- ✓ Most working children work alongside their family members. If they work in the family household and/or family business/workshop, they are not being exploited.
- ✓ It is acceptable if children work part-time and study part-time.



Activity 3 Why is Child Labour a Trade Union Issue?

3

Aim: To discuss why trade unions should combat child labour, and to discuss the strengths of trade unions in this fight.

Many organizations and institutions are working on child labour issues. It is very important for trade unions to be aware of their role concerning this issue, and to concentrate on areas where they have political influence and special strengths.

Task 1: In your group, list the main arguments for trade unions to eliminate child labour. You should also refer to Booklet 2, *Union Policies and Action Plans to Combat Child Labour*.

Task 2: Discuss the special strengths of trade unions in combating child labour compared to the activities carried out by other agencies and organizations.

Consider which means of action are available to trade unions when it comes to eliminating child labour.

Elect someone to report back from your group - your group should prepare a chart to help with the report.

Activity 4 What is Child Labour?

4

- Aims:**
- To discuss the different types of child labour.
 - To discuss the specific forms of child labour your union is in contact with.

Task 1: Working in small groups, make a list of activities which you know children do in your country/community/industry. Divide the list as shown in the table below:

A	B	C
Worst forms of child labour - should be eliminated at once	Forms of child labour which should be eliminated, but are not as urgent as those in Column A	Forms of child activity which are acceptable

Task 2: Which of these forms of child labour should you and your union/federation work towards eliminating?

Be ready to give your reasons.

**Adults Into Work
Children Out of Work and Into School!**

Activity 5 Developing Trade Union Policy on Child Labour and How to Implement It

5

Aims: To develop a formal policy on child labour.
To think about what action is needed to implement the policies discussed earlier in this workshop.

Task 1: With your small group, list what you think should be the main issues of your organization's policy on child labour (please refer to activity 4).

Task 2: For each main issue, discuss first what action needs to be taken by your organization, and then how you think it may be carried out, and when it can be done. Please do not select too many issues - think about the issues you can do something about on a short-term basis. Policies can always be revised, but they need to be realistic/achievable so that the members can see results.

Elect someone to report back from your group - your group should prepare a chart to help with the report.

AREA OF ISSUES	WHAT action to take	HOW to carry it out	WHEN to carry it out

Notes:

Remember, we need to be aware that, as trade unionists, we cannot deal with all aspects of the child labour problems.

If we arrange a national workshop, groups will have to discuss and agree in a plenary meeting on a common priority of issues, etc.

If the workshop has participants from different organizations, agreements have to be obtained respectively.



Activity 6 Evaluation of the workshop

6

Aim: To evaluate the workshop.

Task : In your group, prepare a report on what you think about this workshop.

- ✓ Did the workshop meet its aims?
(Look back at the aims stated at the beginning of the workshop programme to remind you).
- ✓ What are your comments on the different topics dealt with during the workshop?
- ✓ What do you think about the methodology used in the workshop?
- ✓ What successes or failures, if any, did you observe?
- ✓ What impact will this workshop have on your future work?

Remember, the workshop is not complete until the follow-up process has been achieved. But the process of implementing the draft policies and plans should continue. The issue of child labour should be integrated into daily trade union work until it is fully eliminated.

Post-workshop (2 days)

- ✓ Finalize draft trade union policy and action plans based on the discussions in groups and plenary during the workshop;
- ✓ draft a work plan for the implementation of the action plans.

Follow-up activities to the workshop

- ✓ Approve the draft policy in relevant union committee/conference meetings;
- ✓ implement the action plans.

Using the booklets in study circles

Study circles are small groups studying a specific topic which is examined through debate and discussions. They can be organized by union activists or educators at the workplace, in a home, community centre or union office.

The study circle leader does not have to give a lecture or be an expert on the subject. His or her job is to get discussion going and to help it along. It is possible to have the same leader for all the meetings of a study circle, or to rotate the task. The leader may have to do some extra reading, or find out more about the local situation or the legal background. Above all, he/she must encourage everyone to participate and promote a democratic atmosphere. Study circles will also lead to actions - a resolution proposed at a branch meeting, for example, or a group of members who take matters further.

Child labour could be the subject of one meeting of a study circle group, or be the subject of a whole series of discussions.

If the booklets are used in a study circle, you may find the following sequence useful, assuming the study circle meets once a week. **Use the discussion points** in the booklets to stimulate debate in the study circle meetings.

Study Circle Meeting	Topic	Booklet
Week 1	<ul style="list-style-type: none"> ✓ What is child labour. ✓ Forms of child labour. ✓ Causes of child labour. 	Booklet 2
Week 2	<ul style="list-style-type: none"> ✓ Role of trade unions in combating child labour. 	Booklet 2
Week 3	<ul style="list-style-type: none"> ✓ Fact finding and information about child labour. 	Booklet 3
Week 4	<ul style="list-style-type: none"> ✓ Understanding the ILO standards on child labour. 	Booklet 6
Week 5	<ul style="list-style-type: none"> ✓ Trade union action. ✓ Trade union policy. 	Booklet 2
Week 6	<ul style="list-style-type: none"> ✓ Collective bargaining. 	Booklet 5
Week 7	<ul style="list-style-type: none"> ✓ Campaigning against child labour. 	Booklet 4
Week 8	<ul style="list-style-type: none"> ✓ Campaigning for ratification of Convention No. 138 and Convention No. 182. 	Booklet 6
Week 9	<ul style="list-style-type: none"> ✓ Working with governments and inspectorates. 	Booklet 7
Week 10	<ul style="list-style-type: none"> ✓ Working with employers, NGOs and the ILO. 	Booklet 7
Week 11	<ul style="list-style-type: none"> ✓ Drawing up a comprehensive plan for future work. 	

List of Project Publications on Child Labour



Trade Unions and Child Labour (this publication)

A training and information folder on child labour for trade unions.

The folder includes seven booklets:

1. Guide to the Booklets
2. Union Policies and Action Plans to Combat Child Labour
3. Fact Finding and Information about Child Labour
4. Campaigning Against Child Labour
5. Collective Bargaining to Combat Child Labour
6. Using ILO Standards to Combat Child Labour
7. The Tripartite Structure to Combat Child Labour

(English • will be translated into other languages)



Say NO to Child Labour

Guidelines for trade unions in collecting background information on child labour. (English)



Trade Union Briefing on Convention 182

This document analyses the requirements Convention No. 182 and Recommendation No. 190 place on national trade union confederations and, where appropriate, their sectoral affiliates, and suggests strategies through which they could fulfil the role bestowed on them. In highlighting the tasks facing trade union organizations, it also indicates areas where they may need capacity building. This document also provides some political background which may be useful in developing arguments to support ratification and strategies for design and implementation of national action programmes.

(English)



Working Children in Yemen - A study of child labour in Yemen

Report which looks at the phenomenon of child labour in Yemen, its causes, prevalence and effects. (English and Arabic)



Child Labour in Domestic Service - Trade Union Manual

A compiled trade union manual on methods and strategies for prevention, removal and rehabilitation of child labourers in domestic services, based on the experience from workshops in Tanzania and Kenya. (English)



Child Labour in Agriculture - A Survey on National Legislation

Report on findings based on a questionnaire sent to 52 countries in Africa, 32 countries in the Americas, 33 countries in Asia, and 41 countries in Europe and Central Asia. The response to the questionnaire gives an indication on the basic minimum age for employment and the exceptions for light work, hazardous work, work in family undertakings and in agriculture. (English)



Bitter Harvest - Child Labour in Agriculture

Booklet on child labour in agriculture. The book describes the hazardous nature of work in agriculture, the number of children involved, and gives some indications on what rural workers and their organizations can do to eliminate child labour in the agricultural sector.

(English and Spanish)



Child Labour in Tourism on the Kenyan Coast

Booklet built on research which aims to reveal why and how many Kenyan children become workers in tourism at an early age. A special tribute is paid to the aspect of school education and its relation to child labour. The overall goal of the booklet is to clarify the situation of child labour in the tourist industry, and to provide some ideas on how to tackle the problem in different contexts.

(English)



Trade Unions - Campaign Against Child Labour

Leaflet to encourage trade unions in the campaign towards the ratification of Convention No. 182. (English, French, Spanish, Arabic, Mongolian and Khmer)

Please be aware that additional materials have been developed in cooperation with the International Trade Secretariats.

For more information please consult the ACTRAV web site:

<http://www.ilo.org> (ACTRAV/General Activities/Child Labour)

List of Campaign Materials Available from IPEC Headquarters



Campaign brochure. This A-4 brochure is intended for distribution to parliamentarians and other government officials, representatives of employers' and workers' organizations, and of NGOs. Available in English, French and Spanish.



Campaign video. This 10-minute video shows IPEC addressing child labour problems in several locations around the world. It both explains C182 and calls for its ratification. Available in English (PAL and NTSC), French (PAL only), Spanish (PAL and NTSC), and German (PAL only). Also available in Betacam format (for distribution to television channels).



Music video. World-renowned musical artist Youssou N'Dour has recorded for IPEC a 4-minute music video on child labour, "My Hope is in You". The lyrics are in English. At the conclusion of the song, there is an appeal from Youssou N'Dour, in French, calling for universal ratification of C182. Available in PAL and NTSC, not for broadcast on television or on the Internet.



Music CDs: Jamaican reggae "Let us try" (M. Cooper and C. Nesbeth); "Libérez les enfants" (Choeur d'enfants de Gardanne, France).



IPEC web site. Please note that IPEC has undertaken a major upgrade and expansion of its web site. A large amount of information is available for download from this site: <http://www.ilo.org/childlabour> or <http://www.ilo.org/public/english/standards/ipec>.



Fact sheets. 29 fact sheets, 17 case studies and 10 feature stories in English, focusing on major issues in child labour and IPEC strategy and solutions in the field. 10 additional fact sheets are available in French, focusing primarily on IPEC's work in French-speaking Africa (see list attached). All of this material is available in electronic format.



CD-ROM presentations, which can either be displayed on a computer or printed as overhead transparencies:

- ◆ IPEC 2000: A general presentation in PowerPoint, on child labour, IPEC and C182. Can be sent via e-mail. This presentation has been particularly effective as a stand-alone display that users can click through in exhibition areas at conferences or workshops. (English only at this time)

- ◆ **IPEC Case Studies:** 19 separate presentations, also in PowerPoint, that are case studies of best practices in child labour throughout the world. Best sent on CD-ROM via regular mail. (English only)
- ◆ **IPEC & Child Labour:** A large set of PowerPoint slides, divided into 4 or 5 modules, that present the problem of child labour and IPEC strategy and solutions. (English only at this time)



Portable exhibits on C182 (3m wide x 2m high) available on loan for major events. (English, French and Spanish).



Screen saver, "Ratify C182", available in English.



Banners, 3.5m x 1.5m and **posters**, 1.5m x 50 cm, in English, French and Spanish, with a message from ILO's Director-General, "If you have the will, we'll help you find the way". Available on loan.



"Stolen childhood". Illustrated book with photos of Fernando Molerés (English, French, Spanish, Italian). Limited number of copies.

List of fact sheets, case studies and feature stories in electronic format only



A) Fact Sheets:

1. Convention No. 182 comes into force
2. Bangladesh - Garment Industry
3. Child Soldiers
4. Domestic Child Labour
5. Enforcement Mechanism of ILO Conventions
6. French-speaking Africa
7. Global March
8. Guatemala. Fireworks
9. Haiti - IPEC Child Domestic Labour
10. Child Labour Inspection
11. IPEC and Employers
12. IPEC and Government
13. IPEC and NGOs
14. IPEC and Teachers
15. IPEC and Workers
16. IPEC Achievements
17. Latin America - Brick Making Industry
18. Nepal - Bondage
19. Nepal - Trafficking
20. Pakistan - Bondage
21. Pakistan - Carpet Industry
22. Peru - Gold Mining
23. Russia - Street Kids
24. Pakistan - Football-Making Industry (Sialkot)
25. SIMPOC
26. Guatemala - Stone
27. Tanzania - Agriculture
28. Thailand - Education
29. Child Labour in Europe



B) French Fact Sheets:

1. Education in Madagascar
2. Senegal
3. Benin
4. Burkina Faso
5. Madagascar
6. Mali
7. Maroc
8. Niger
9. Togo
10. Trafic des enfants



C) IPEC Case Studies:

1. Bangladesh - Garment
2. Brazil - ANDI - Awareness raising
3. Central America - Coffee
4. Dominican Republic - Agriculture
5. Global March Cases
6. Guatemala - Quarrying
7. India - Case of Bondage
8. Kenya - Solidarity Centre - Plantations
9. Kenya - Capacity Building for Schools
10. Nepal - Bondage
11. Nepal - RUGMARK
12. Pakistan - Soccer
13. Peru - Bricks
14. Philippines - Campaigning
15. Thailand - Prostitution
16. Turkey - Small Business
17. Tanzania Domestic Child Labour



D) Feature Stories:

1. Bangladesh - Garment Industry
2. Costa Rica - Coffee
3. Dominican Republic - Agriculture
4. India - Bonded Girl
5. Kenya - Education
6. Nepal - Bonded Girl
7. Pakistan- Football Girl
8. Philippines - Quarry
9. Tanzania - Domestic
10. Thailand - Education



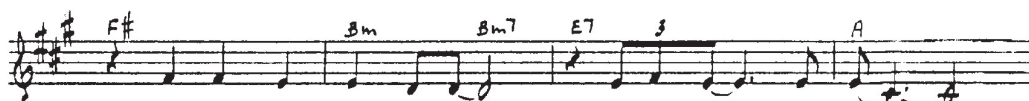
MY RAINBOW RACE

Words and Music by
PETE SEEGER

Moderately



1. One blue sky a-bove us, one o-cean, lap-ping all our shores,



One earth so green and round, Who could ask for more?



2. And be-cause I love you, I'll give it one more try,



To show my rain-bow race, it's too soon to die,



3. Some folks want to be like an os-trich,



bur-y their heads, in the sand; Some hope that



plas-tic dreams can un-cleuch all those greed-y hands,



4. Some want to take the eas-y way: Poi-sons, bombs! They think we need 'em,

© Copyright 1970 by SANGA MUSIC INC., Suite:1304, 200 West 57th St., New York, N. Y. 10019

"My Rainbow Race"

- 2 -

Don't they know you can't kill all the un-be-liev-ers. There's no short cut to free-dom.

Repeat 1. One blue sky a-bove us, one o-cean, lap-ping all our shores,

One earth so green and round, who could ask for more?

Repeat 2. And be-cause I love you, I'll give it one more try,

To show my rain-bow race it's too soon to die.

5. Go tell, go tell all the lit-tle chil-dren!

Go tell moth-ers and fa-thers, too! Now's our last chance to learn to

share what's been giv-en to me and you.

Repeat 1. One blue sky a-bove us, one o-cean, lap-ping all our shores,

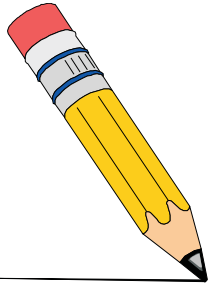
One earth, so green and round, who could ask for more?

MY RAINBOW RACE by Pete Seeger

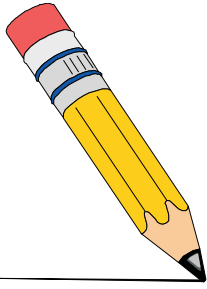
© Copyright 1970 (renewed) by SANGA MUSIC, INC.

All rights reserved. Used by permission.





A series of horizontal lines for writing, starting from the first line below the pencil and continuing down the page.

[illegible]